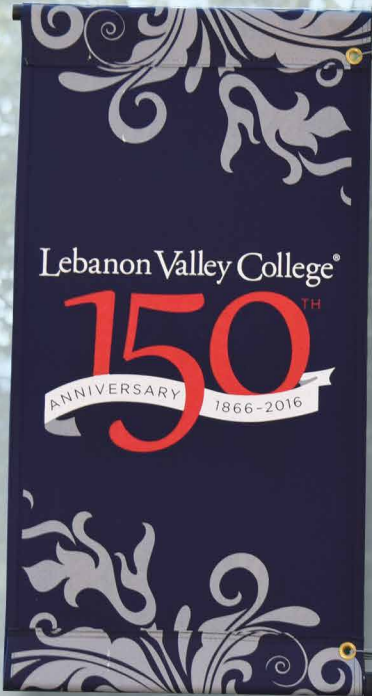


Lebanon Valley College®

2016-2017

# Catalog

GRADUATE AND  
UNDERGRADUATE



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# LEBANON VALLEY COLLEGE

**Founded:** 1866, as a private coeducational institution on the site of the Annville Academy. Became a four-year institution by 1883 as the lower grades were phased out.

**Curriculum:** a four-year program of study in the liberal arts with an academic year comprised of fall and spring semesters and an optional summer term.

**Degrees granted:** Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Chemistry, Bachelor of Science in Medical Technology, Master of Athletic Training, Master of Business Administration, Master of Music Education, Master of Science in STEM Education, Doctor of Physical Therapy

**Undergraduate majors:** accounting, actuarial science, analytical finance, applied history, art & visual culture, audio and music production, biochemistry & molecular biology, biology, business administration, chemistry, computer & data science, criminal justice, digital communications, economics, early childhood education, English, exercise science, French, German, global studies, health care management, history, international business, mathematics, medical technology, music, music business, music education, neuroscience, philosophy, physics, politics, psychology, religion, self-designed, sociology, Spanish, special education

**Special programs:** secondary education certification; *in cooperation with The Pennsylvania State University and Case Western Reserve University:* engineering; *in cooperation with approved hospitals:* medical technology

**Special options:** departmental honors, double majors, independent study, self-designed majors, internships, tutorial study, study abroad, Philadelphia and Washington, D.C., semester programs

**Number of full-time faculty:** 108; of the permanent faculty, 89 percent have earned a Ph.D. or equivalent terminal degree

**Student-faculty ratio (FTE):** 11:1, with an average class size of 20

**Location:** Annville, founded in 1799, is a small town of approximately 5,000 people located in south central Pennsylvania. Driving times: Hershey, 10 minutes; Harrisburg, 1/2 hour; Baltimore, 2 hours; Philadelphia, 2 hours; New York, 3 hours; Washington, D.C., 3 hours

**Size of campus:** 53 buildings. The library contains 192,482 cataloged items and also provides access to more than 187,609 electronic books.

**Residence halls:** 27 residential facilities housing 1,290 students in male, female, coed, suite, and apartment-style facilities.

**Student enrollment:** 1,608 full-time undergraduate students, with 113 part-time undergraduates and 197 graduate students.

**Student financial aid:** approximately 97 percent of full-time students receive financial aid in the form of LVC grants and academic scholarships. In 2015–2016, these awards totaled \$31,604,850 with the average per student totaling \$19,840.

## **ABOUT THE CATALOG**

Attendance at Lebanon Valley College is a privilege, not a right. To provide the necessary atmosphere in which teaching and learning can occur, the College expects that the conduct of all campus citizens will conform to accepted standards. The College has the right to require the withdrawal of any student whose actions are inimical to the purposes of the institution. The regulations provided in this catalog are announcements and do not constitute a contract between the student and the College. The College reserves the right to change these regulations and procedures as it deems necessary for the accomplishment of its purposes, but wherever possible, a student will proceed to graduation under the regulations in effect at the time of his or her entrance at the College.

## **THE MISSION OF THE COLLEGE**

Lebanon Valley College delivers a transformative education built on the liberal arts. We develop students who think critically and creatively across boundaries; who solve complex problems; who communicate effectively; and who value differences among human beings. Our graduates are empowered to pursue a life of learning, citizenship, and success.

### **Purpose**

Empower students for a life of learning, citizenship, and success.

### **Values**

- We are student-centered, learning-focused, and outcomes-based.
- We believe integrative and immersive learning experiences are essential for personal and professional growth.
- We embrace intentionally the differences among human beings.
- We believe collaborative relationships among students, faculty, and staff create the best environment for teaching and learning.
- We are committed to the pursuit of scholarship between faculty and students.
- We are forward-thinking. We embrace strategic and informed change.
- We are committed to service, sustainability, and civic engagement.

### **Value Proposition**

Engaged students learn. We engage students in real-world experiences, creative problem solving, and collaborative relationships that immerse them in diverse perspectives and cultures. Engaged students learn at a deeper level, know how to demonstrate their value to others, and will rise above a crowded field of peers.

## **ACCREDITATION**

Lebanon Valley College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, Pa., 19104; telephone: 267-284-5000.

Lebanon Valley College is also approved by the Pennsylvania Department of Education.

The following programs have been granted specialized accreditation: the Doctor of Physical Therapy Degree Program by the Commission on Accreditation in Physical Therapy Education; accounting, business, and economics programs by the Accreditation Council for Business Schools and Programs; music programs by the National Association of Schools of Music; and chemistry programs by the American Chemical Society.

Lebanon Valley College is on the approved list of the Regents of the State University of New York and of the American Association of University Women.

Lebanon Valley College is a member of the following: American Association of Colleges; National Association of Independent Colleges and Universities; Pennsylvania Foundation for Independent Colleges; College Entrance Examination Board; College Scholarship Service; Council of Independent Colleges; National Collegiate Athletic Association; Middle Atlantic States Collegiate Athletic Conference; Eastern College Athletic Conference.

## **NOTICE OF NON-DISCRIMINATION AND EQUAL OPPORTUNITY**

Lebanon Valley College does not discriminate on the basis of race, color, national origin, ancestry, religion/creed, sex, pregnancy, sexual orientation, or gender identity or expression, age, disability, genetic information, or veteran status in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and/or College policies. Lebanon Valley College prohibits discriminatory harassment and sexual harassment, including sexual violence and any type of sexual misconduct.

The following person has been designated to handle inquiries regarding the Americans with Disabilities Act, the Rehabilitation Act, Title VII, and related statutes and regulations: Ann C. Hayes, Director of Human Resources, Administration Building/Humanities Center 108-C, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003-1400, 717-867-6416, hayes@lvc.edu.

The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the overall Campus Coordinator for purposes of Title IX compliance: Ann C. Hayes, Director of Human Resources, Administration/Humanities 108-C, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003-1400, 717-867-6416, hayes@lvc.edu.

The following individuals have been designated as Deputy Title IX Coordinators:

- Ann E. Damiano, Senior Associate Dean of Academic Affairs, Administration/Humanities 201–A, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003–1400, 717–867–6078, [damiano@lvc.edu](mailto:damiano@lvc.edu).
- Robert L. Mikus, Associate Dean of Student Affairs, Center for Student Engagement, Allan W. Mund College Center, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003–1400, 717–867–6863, [mikus@lvc.edu](mailto:mikus@lvc.edu).
- Stacey Hollinger, Associate Director of Athletics, Lebanon Valley College Athletics, Arnold Sports Center, 101 N. College Avenue, Annville, PA 17003–1400, 717–867–6891, [sholling@lvc.edu](mailto:sholling@lvc.edu).

Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX Coordinator or Deputy Coordinators identified above or to the Office for Civil Rights, United States Department of Education. For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U.S. Department of Education office that serves your area, or call 1–800–421–3481.

## **STUDENT CONSUMER INFORMATION**

LVC makes available a wealth of consumer information to current and prospective students and their families in accordance with the 2008 Higher Education Opportunity Act (HEOA) and the Student Right-to-Know Act. Visit our student consumer information website for a list of the materials available, including graduation rates and outcomes, financial and loan information, health and safety information, and more: [www.lvc.edu/about-lvc/consumer-information.aspx](http://www.lvc.edu/about-lvc/consumer-information.aspx).



# UNDERGRADUATE INFORMATION

## Admission for Undergraduate Students

### *High School Preparation*

All admission candidates should have completed 16 credit units in a college preparatory program and graduated from an accredited secondary school, or present an equivalency certificate (G.E.D.). Of the 16 units, 4 should be in English, 2 in foreign language, 3 in mathematics, 3 in science, and 3 in social studies.

### *Application Procedure*

A candidate for admission to Lebanon Valley College must submit a completed application and an official transcript of high school grades. Submission of S.A.T. or A.C.T. results is optional. Students wishing to transfer to Lebanon Valley College must submit official transcripts of completed postsecondary work and a College Record Form for each institution attended, in addition to a final high school transcript.

Candidates are encouraged to visit campus. Applicants for admission to certain academic programs (athletic training, music, and physical therapy majors) are required to undergo additional steps. Students are encouraged to view additional details and use the online application documents located at the Admission link on our home page, [www.lvc.edu](http://www.lvc.edu). For additional information, contact:

#### **Admission Office**

Lebanon Valley College

101 North College Avenue

Annville, Pa. 17003-1400

Phone: 717-867-6181 or 1-866-LVC-4ADM

FAX: 717-867-6026

Internet: [www.lvc.edu](http://www.lvc.edu)

Email: [admission@lvc.edu](mailto:admission@lvc.edu)

## Student Finances

Payment for tuition, room, board, and other charges is due by a published deadline prior to the beginning of each semester. Students failing to meet this deadline will be required to make special arrangements with the Business Office before their course registrations will be processed. Questions regarding charges and payments should be addressed to the Business Office.

### *Refund Policy for Full-time Students*

#### **Treatment of Title IV (Federal) Aid When a Student Withdraws**

For a student who withdraws after the 60 percent point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement. The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days

in the term. (Any break of five days or more is not counted as part of the days in the term). This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Federal Pell Grants for which a return of funds is required
- Academic Competitiveness Grants for which a return of funds is required
- National Smart Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Federal TEACH Grants for which a return of funds is required

There may be some Title IV funds that you were scheduled to receive that you cannot earn once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first two weeks of your program before you withdraw, you will not earn any Stafford Loan funds that you would have received had you remained enrolled past the second week. If you receive (or Lebanon Valley College or your parent receive on your behalf) excess Title IV program funds that must be returned, Lebanon Valley College must return a portion of the excess equal to the lesser of: 1) your institutional charges multiplied by the unearned percentage of your funds, or 2) the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If Lebanon Valley College is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.



Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the unearned amount. You must make arrangements with Lebanon Valley College or the Pennsylvania Department of Education to return the unearned grant funds.

NOTE: The federal government requires that all full-time students make satisfactory academic progress toward a degree or certificate. Please visit [www.lvc.edu/financial-aid](http://www.lvc.edu/financial-aid) to view the Academic Progress Policy and Requirements.

### **Treatment of Non-Title IV Aid When a Student Withdraws**

Lebanon Valley College follows guidelines for Title IV programs (see above) when calculating the amount of institutional and/or state aid and/or private loans/ scholarships that you have earned up to the point of withdrawal. Types of aid covered by this policy include, but are not limited to: College Scholarships (such as Board, Presidential, Dean's, Sumner, and Weiss scholarships), LVC Grant-In-Aid, institutional scholarships, PHEAA State Grant, and/or any other state administered grant funds.

When you withdraw during your period of enrollment, the amount of non-Title IV assistance that you have earned up to that point is determined by the same specific formula used to calculate Title IV funds earned. If you receive more assistance than you earned, the excess funds must be returned by Lebanon Valley College and/or you.

Once you have completed more than 60 percent of the period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

Military Education Benefits fall under the Non-Title IV policy; however, some exceptions may apply due to specific Department of Defense and Veterans Affairs regulations.

### **Treatment of Institutional Charges When a Student Withdraws**

Lebanon Valley College follows guidelines for Title IV programs (above) when calculating the amount of unearned institutional charges to be refunded. Charges eligible for refund are tuition, room, board\*, private music lessons, and overload charges. Once a student has completed more than 60 percent of the period of enrollment, he or she has earned all of the charges billed for that period.

\*All Gold-, Silver-, and Bronze-level meal plans for Annville students include \$50 flex dollars to be used in LVC dining facilities. If a student withdraws prior to the semester end, LVC will refund unused flex dollars. In the case of student withdrawal, the \$50 flex dollars will be considered separate from the remainder of the board plan for refund purposes.

### ***Standard Term Part-Time Students—Refunds***

Full tuition is refunded if withdrawal notification is received before the second day of class. Full tuition is refundable if the course is cancelled by the College. See the current refund table as posted on the Business Office website for additional information. Students receiving federal financial assistance (Title IV) and who are enrolled in traditional term courses will receive a refund according to federal policy as noted above.

### *Non-Standard Term Part-Time Students—Refunds*

Students enrolled in one or more non-term courses (modules) and no courses span the entire semester also follow federal policy with the following clarifications:

- If a student fails to complete all modules scheduled for a semester, the student is considered a withdrawal at the time the student ceases attendance.
- If a student withdraws from a module but indicates in writing to the College that he or she will attend a later module during the same semester, the student is not considered a withdrawal. If the student fails to attend the later module, the date of withdrawal reverts to the original withdrawal from the prior module. The later module will be included in the period of enrollment.
- Without written confirmation of the student's intent to attend a later module in the same semester, a student who withdraws from a module or has ceased attendance is considered a withdrawal.
- If a student begins but fails to complete the final module(s) in a semester, the student is considered to have withdrawn.
- If a student receives a failing grade for the final module(s) in a semester, the College must determine if the student ceased attending and is therefore considered a withdrawal.
- The Return of Title IV Funds calculation process will begin as soon as possible after it is determined that a student has withdrawn or ceased attendance. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after determining the date of the student's withdrawal. If the student returns for a later module in the payment period, the Return of Title IV Funds will be reversed.

### *Alternative Payment Plan*

Lebanon Valley College offers a payment plan for those families who, after exploring other options, prefer to spread payments over a 10-month period. An agent has been appointed to process deferred payment applications:

#### **Higher Education Services**

4720 Carlisle Pike  
Mechanicsburg, PA 17050  
Phone: 1-800-422-0010

## **Veterans' Services**

Lebanon Valley College recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible residency requirements, and crediting learning from appropriate military training and experiences.

### **Veterans Benefits**

Students receiving educational benefits provided by the Department of Veterans Affairs (DVA) and/or the Department of Defense (DoD) must report their enrollment to the Financial Aid Office when registering each semester or summer session. The Financial Aid Office will then submit certification of enrollment to the DVA and/or the DoD. Students should complete the FAFSA and the financial aid process each year according to the school's requirements and deadlines. *Please be advised that Lebanon Valley College reserves the right to decrease institutional aid awarded to students receiving military and veterans' benefits according to school policy.* Students receiving Education Assistance Program (EAP) and/or Federal Tuition Assistance (FTA) benefits are responsible for applying for these benefits through their unit of assignment prior to the start of each semester or summer session and for submitting all necessary forms to the Financial Aid Office.

Students participating in the Yellow Ribbon Program must maintain Satisfactory Academic Progress (SAP) in order to be eligible to receive Yellow Ribbon Program matching payments.

Students must notify the Financial Aid Office immediately if they change the number of credits for which they are enrolled, withdraw, or request a leave of absence. Failure to do so may result in a charge to the student from the DVA for overpayment of benefits. Please visit [www.lvc.edu/military](http://www.lvc.edu/military) for additional information regarding veterans benefits.

# UNDERGRADUATE ACADEMIC REGULATIONS AND PROCEDURES

## Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.

Annually, Lebanon Valley College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the act.

The policy can be found online at [www.lvc.edu/registrar/ferpa.aspx](http://www.lvc.edu/registrar/ferpa.aspx). Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office.

## Credit Hours

A credit hour is the unit to measure academic progress. Lebanon Valley College follows the credit hour requirements established by the Pennsylvania Department of Education (PDE), which are in compliance with policies set forth by the federal government and Middle States Commission on Higher Education.

LVC follows a semester system with the fall and spring semesters consisting of approximately 15 weeks, which includes one week for final exams. Some courses, particularly in the summer term and at the graduate level, follow a different calendar while adhering to the same instructional time requirements as fall and spring semester courses. Regardless of the course calendar followed, all courses must hold the required instructional time according to the following instructional methods:

*General Courses.* These include traditional lecture, seminar, studio, and other instructional methods, not described below, conducted in a face-to-face format. Such courses must include at least 14 hours of instructional time plus at least 28 hours of out-of-class assignments (homework) per course credit. Typical semester meeting patterns for a three-credit course involve three 50-minute class periods, two 80-minute class periods, or one 180-minute class period per week.

*Laboratories.* These include at least 28 instructional hours per credit. During the semester, laboratories typically meet once a week for at least 110 hours total.

*Music Instruction.* Consistent with guidelines provided by the National Association of Schools of Music, each Music Instruction (MUI) course requires

half an hour of direct instruction per week over 14 weeks for each credit, with students expected to practice for an additional three hours per week.

*Independent Activities.* Required hours for independent studies, internships, and tutorial studies are specified on page 47 of the College Catalog.

*Online Courses.* Online courses are conducted entirely online and have no requirements to meet face-to-face. Instruction can be synchronous, asynchronous, or a combination of the two. Courses must meet the same hours as equivalent face-to-face courses, described above. Typical instructional activities for this format and approximate equivalent instructional hours are available at [www.lvc.edu/registrar/](http://www.lvc.edu/registrar/).

*Hybrid Courses.* Hybrid courses use a combination of online and face-to-face meetings and must meet the same hours as equivalent full face-to-face courses, described above. Online portions must follow requirements for online courses, specified above.

*Accelerated Courses.* These courses meet fully face-to-face but in fewer weeks than the traditional semester format. They must meet the same hours as equivalent full semester courses, described above. Because of the reduced number of weeks, accelerated courses will have more frequent meeting patterns and/or longer class hours than semester courses.

## **Application for Graduation**

As a student nears completion of the degree requirements, the student must file an application for the degree and a graduation plan with the Registrar's Office. Graduation application deadlines and the semester Course List and Registration Schedule are available in that office. This application process provides the student with a timely opportunity to review his or her degree requirements and to plan or change the student's course schedule to ensure completion of all requirements.

The student must complete an Application for the Degree and a Graduation Plan, meet with his or her advisor, obtain all required signatures for graduation, including major and minor requirements, and deliver the forms to the Registrar's Office in the Administration Building/Humanities Center.

## **Graduation Requirements**

Candidates for a baccalaureate degree shall complete successfully 120 credit hours, including the requirements for the Constellation LVC Common Learning Experience Program (see page 37) and the requirements for majors and minors as appropriate. Credit hours are accumulated in three separate categories: Constellation LVC requirements, major requirements, and electives.

The Constellation LVC Program is that part of the curriculum shared by all students in all majors. The required courses reflect 40 credit hours. The major programs each require at least 30 credit hours of course work. Electives are those courses selected by the student that reflect neither major nor Constellation LVC requirements.

Candidates for the bachelor's degree must also take in residence 30 credit hours of the 36 taken immediately prior to graduation. Course work taken in all of the College's programs, including its sponsored study abroad or away programs, qualifies as work done in residence.

For first bachelor degrees, no more than 12 credits from student teaching (ECE 440, ECE 441, MED 441, MED 442, SED 440, and SPE 441) and internships combined may be counted.

Candidates for a degree must obtain a cumulative grade point average of at least 2.000 and a major grade point average of at least 2.000. Additional majors and any minors also require a 2.000 grade point average.

Students who have 11 or fewer credits remaining to complete the degree may participate in the graduation ceremony.

### **Advising Program**

Each student has a faculty advisor whose role is to counsel regarding registration procedures, course selections, academic requirements, and regulations. The student is expected to obtain the advisor's counsel and approval before registration, withdrawal, election of pass/fail option, and/or change in credit/audit status.

### **Arrangement of Schedules**

Each student arranges a semester program of courses in consultation with his or her faculty advisor. Students already in attendance do this during registration periods. New students accomplish this on orientation days.

### **Limit of Hours**

To be classified as full time, a student must take at least 12 credit hours in a semester. Seventeen credit hours is the maximum permitted without approval from the student's advisor and permission of the registrar. To be permitted to take more than 17 credits, the student should have a cumulative grade point average of 3.000 or higher, or be a senior. Audited courses are counted in determining the course load, but music organizations are not. Students shall pay the prevailing tuition rate for each credit hour beyond 17 (not counting music organizations).



## **Class Standing**

Students are classified academically at the beginning of each year. Membership in the sophomore, junior, or senior classes is granted to students who have earned a minimum of 28, 56, or 84 credit hours respectively.

## **Transfer Credit**

A student applying for advanced standing after having attended another accredited institution shall send an official transcript to the Admission Office. If requested, the student must provide copies of course descriptions and/or syllabi.

Credits are accepted for transfer provided the grades are C– (1.670) or better and the coursework, including expected learning outcomes, is equivalent to or consistent with Lebanon Valley College curricula and standards. Transferred Grades count for credit hours only, not for quality points.

Transfer institutions within the United States must be regionally accredited or hold accreditation from other, non-regional accreditors recognized by the U.S. Department of Education. Coursework from non-regionally accredited institutions will be reviewed on a case-by-case basis subject to the above requirements and, if applicable, may be accepted as elective credit. Coursework may satisfy Constellation LVC or major requirements with approval of the director of curriculum and the appropriate department chair, respectively. Institutions outside of the United States must be recognized as degree granting institutions by their home country or approved as a study abroad partnership by the Center for Global Education. A course-by-course evaluation of all foreign university transcripts by an independent service based in the United States is required for international transfer students.

A candidate for admission holding an associate degree from a regionally accredited college can be admitted with full acceptance of course work at the previously attended institution. However, course work in the major field for which the applicant has received a D shall not be counted toward fulfilling the major requirement.

Because Lebanon Valley College is a liberal arts institution, consideration of full acceptance of the associate degree will be granted with the understanding that the candidate has followed a basic course of study compatible with the curriculum and academic programs of the College and has been enrolled in a transfer program. A total of 60 credits will be accepted for an associate degree. A maximum of 90 credit hours will be accepted toward a baccalaureate degree.

Students transferring to Lebanon Valley College in order to complete work on a baccalaureate degree will normally be expected to pass at least one 3–credit course in their intended major for each semester they spend at the College. “Semester” shall normally be defined as 15 credit hours. Beyond this minimum requirement, departments may require additional courses if they so desire.

Lebanon Valley College students enrolled for a degree may not carry courses concurrently at any other institution without prior consent of their advisors and the registrar. Students who desire to study away from campus for summer study must obtain prior approval from their advisors and the registrar.

## **Discontinuance of Courses**

The College reserves the right to withdraw or discontinue any course.

## **Registration and Preregistration**

Students are required to register for courses on designated days of each semester. Preference is given to upper-class students in the preregistration process to ensure registration in courses required for their major fields of study. Students desiring to register later than one week after the opening of the semester will be admitted only by special permission of the instructor and the registrar.

On entering Lebanon Valley College, students indicate that they are open or declare a desired major with approval of the department chair. Open majors must make a formal declaration by the time they have completed 60 credit hours.

## **Change of Registration**

Change of registration, including pass/fail elections, changes of course hours credit, changes from credit to audit and vice versa, must be approved by signature of the advisor. In most instances, registration for a course shall not be permitted after the course has been in session for one full week. With the permission of the advisor, a student may withdraw from a course during the first 10 weeks of the semester. However, first-time, first-semester freshmen may withdraw from a course at any time through the last day of semester classes with permission of the advisor. A fee is charged for every course added at the student's request after the publicized Add/Drop Period (the first full week of classes).

Students who drop below full-time status (below 12 credits) during the Add/Drop Period will be re-billed as part-time students. Resident students who drop to part-time *must* have the permission of the associate dean of student affairs. Other considerations regarding financial aid, academic progress, and health insurance must be made before dropping to part-time status.

Students who drop courses after the publicized Add/Drop Period will not have their status changed to part-time. However, consideration must be given to academic progress and future eligibility for financial aid and scholarship monies.

Students enrolled in courses meeting during the summer or for an abbreviated period during fall and spring semesters may drop a course before the second class meeting. Thereafter, students may withdraw from a course up to the first two-thirds of the course.

## **Auditing Courses**

Students may register to audit courses with the approval of their academic advisor. Audited courses are counted in considering the course load relative to the limit of hours and may result in an overload charge. No grade or credit is given for an audited course, but the registrar will record the audit on the transcript if the student attends regularly. If the student does not attend regularly, he or she will be withdrawn from the course with a grade of "W." A change of registration from credit to audit or from audit to credit, with the approval of the instructor, must be accomplished by the end of the 10th week of semester classes.

## **Pass/Fail**

After attaining sophomore standing (28 credit hours), a student may elect to take up to two courses per semester and one per summer session on a pass/fail basis; however, only six such elected courses can be counted toward graduation requirements. In addition to courses elected to be pass/fail, students are permitted to count courses designated as pass/fail, which are required within a major or minor. With the exception of courses that are designated pass/fail, no courses elected by students to be taken pass/fail may be used to meet the requirements of the Constellation LVC Program or other programs, the major(s), the minor(s) or secondary education certification. A student may select or cancel a pass/fail registration any time during the first 10 weeks of a semester, or up to the first two-thirds of a course meeting during the summer or for an abbreviated period during fall and spring semesters. Passing with honors will be designated by the grade PH indicating that a grade of B+ or higher was earned. If a student does not pass the course, the student will receive an F on the transcript. See page 24 for grading systems.

## **Repetition of Courses**

A student may repeat as often as desired, for a higher grade, a previously taken course, subject to the following provisions: the course must have been taken in courses staffed by the College, the course has to be retaken at Lebanon Valley College, and the semester credit hours are given only one time. The higher grade received each time taken is computed in the cumulative grade point average. Each semester grade report will show hours credit each time passed, but the total hours toward a degree will be equal only to the semester hours credit for the course. For a course previously passed P/F, the grade received in the subsequent registration for regular grade is the “higher grade.” Each grade received remains on the permanent record and a notation is made thereon that the course has been repeated.

## **Retroactive Withdrawal Policy**

A student may petition to the senior associate dean of academic affairs for a retroactive withdrawal from a course or from the College (all courses taken during that semester) if and only if circumstances of a severe and compelling nature prevented a student from completing course work and further prevented him/her from withdrawing by the established deadline. A decision to grant a retroactive withdrawal is independent from a tuition refund decision, which is made according to a separate policy.

Students may be considered for a retroactive withdrawal under the following conditions:

- He/she has documentation of a serious illness that affected his/her ability to complete coursework after the withdrawal date.
- He/she encountered extreme and unusual circumstances that were beyond his/her control, occurred after the withdrawal date, and could not have been addressed during the term in which the course(s) was taken.

Retroactive withdrawals will not be approved under the following conditions:

- The student is dissatisfied with the course grade.
- The student neglected or forgot to withdraw from the course(s) or assumed the instructor or Registrar's Office would complete the withdrawal.
- The student claimed he/she was unaware of withdrawal deadlines.
- The student changed his/her major and is working toward a degree that does not require this course.
- The student experiences illness or a crisis early enough in the semester to have withdrawn during the semester.
- The student is attempting to receive a retroactive accommodation for a disability.

Students petitioning for a retroactive withdrawal must provide the appropriate documentation that supports their request.

### **Concurrent Courses**

A student enrolled for a degree at Lebanon Valley College may not carry courses concurrently at any other institution without prior consent of his or her advisor and the registrar.

### **External Summer Courses**

A student registered at Lebanon Valley College may not obtain credit for the courses taken during the summer at another college unless such courses have prior approval of his or her advisor and the registrar.

### **Attendance Policy**

At Lebanon Valley College, the academic program is the centerpiece of the student's experience. Commitments to one's academic program take priority over other obligations, College-sponsored or otherwise. Regular attendance at all courses is essential to academic success. It is the student's responsibility to attend class and to be accountable for all work missed in the event of being absent from class. Faculty are not obligated in any way whatsoever to make special arrangements for any student who is absent from class.

Specific class attendance policies are determined by individual faculty members. These may include regulations regarding tardiness. Faculty members have the right to reduce a student's final course grade based on his or her attendance. Each individual faculty member's attendance policy—and the consequences students face when exceeding the allotted number of absences—must be clearly stated in the course syllabus and explained to students on the first day of class. Academic departments may also have an attendance policy, particularly one regarding practicums, student teaching or clinical experiences.

## **Excused Absences**

An excused absence is defined as an absence for which a student is not penalized. It is possible, but not guaranteed, for a student to be excused from class when participating in an authorized College activity, such as field trips, athletic competitions, performances, and departmental or College events. The faculty member of the academic class from which the student will be absent has discretionary authority to grant or not grant the excusal. In general, student attendance at academic classes has priority over other College functions.

When faculty require attendance at class sessions or events outside of students' regularly scheduled academic classes, the faculty member must provide alternative methods of fulfilling the assignment for students who are legitimately unable to participate.

Faculty planning class trips or other activities resulting in student absences from classes in other courses must provide each participating student, as far in advance as possible, with a written request for excusal, which students are then expected to present to their other instructors. The request must detail the nature of the event, date(s), times, names of participating students, and signatures of the instructor(s). The instructor must also notify the registrar. Sponsors of co-curricular events (aside from semester-long sports events), must follow this process as well.

Sports rosters are issued team by team at the beginning of each semester, with the names of participating students, the dates of the athletic contests, and requested excusal times listed on each roster. Unscheduled games will be announced through the Athletic Department. Students are responsible for requesting class excusals for any athletic events. Athletic practices do not warrant a request for class excusal.

In all cases, when a student is absent from class—whether the absence is excused or not—the student remains responsible for all and any work missed. When requests for excused absences are granted, the faculty member may stipulate when and in what manner the missed work must be completed by the student.

If attendance requirements conflict, the vice president of academic affairs and dean of the faculty will mediate.

## **Long-Term Absences**

A long-term absence from a class may severely impact a student's ability to complete a course successfully.

*Notifications.* In the event that a student will be absent for more than one calendar week during the 15-week semester or two class days during accelerated courses, he or she should notify the assistant dean of academic success, who will facilitate communication among key personnel at the College. The student should also contact his or her faculty. Assuming it is possible, the student should indicate to the faculty and assistant dean of academic success the dates he or she will be absent.

*Administrative Withdrawal.* A long-term absence from a class or classes may result in administrative withdrawal from the course or the College. In a traditional, 15–week semester, a student will be administratively withdrawn with a grade of “W” after three calendar weeks or three class days during accelerated courses. This is assuming the deadline to withdraw has not passed.

Departmental policies, particularly those pertaining to a clinical or practicum experience, take precedence over the College’s generalized policy on long-term absences. Students should consult the Student Handbook for their academic programs in order to familiarize themselves with the department’s attendance policy.

### **Concussion Return-to-Learn Policy**

The College currently offers “provisional or temporary” accommodations for individuals who have been diagnosed with a concussion. Such accommodations are accessed by the Center for Disability Resources in collaboration with medical professionals (i.e. athletic trainers, physical therapists, and physicians) and are based on supporting documentation and recommendations.

The College’s Attendance Policy holds that regular attendance at all courses is essential to academic success, and it is the student’s responsibility to attend class and to be accountable for all work missed in the event of being absent from class. Specific class attendance policies are determined by individual faculty members.

When deemed necessary, adjustments and accommodations are outlined in a letter from the Center for Disability Resources as “Temporary Academic Accommodations” and students are responsible to communicate the necessary accommodations to individual professors. Temporary accommodations may be provided for both physical and cognitive rest. The student is responsible for any work missed and arrangements for make-up work must be made in cooperation with course professors. During this process, students are encouraged to speak with each professor to determine course specific requirements that may be postponed or excused (i.e. postponed exams, extra time for project/assignment completion, reduced reading assignments). Students are also responsible for meeting with the director of disability resources on a weekly basis during the usage of temporary accommodations.

When the concussed student experiences prolonged cognitive difficulties and symptoms beyond the second week post-injury, the student should consider implications that may hinder the successful completion of coursework. Students are encouraged to meet with his or her academic advisor and the assistant dean of academic success to consider options if coursework missed becomes too onerous to make up.

### **In-Absentia**

The College treats students in domestic- or foreign-study programs as students-in-absentia. Any student who studies for a semester or academic year at another institution with the intent of returning to the College is considered a matriculated student. A student desiring in-absentia status should complete the



form in the Registrar's Office and secure the approval of the advisor, registrar, and director of global education. Students will receive information regarding registration and room sign-up after they notify the registrar of their address abroad or in the United States.

## **Leave of Absence**

For reasons of health or other compelling circumstances, students may request a voluntary leave from the College for the duration of one or two semesters. The option to take a leave of absence is usually available to students who have attended classes past the add/drop period of their first semester. Prior to the end of the drop/add period, new students should contact the Admission Office to learn what their options are for re-enrollment.

A student desiring a leave of absence should complete the form available from the Registrar's Office, indicate their anticipated date of return, and secure the approval of the senior associate dean of academic affairs. This form must be returned to the Registrar's Office by 4:30 p.m. on the last day of classes in order for the leave of absence to take effect that term. Students who have stopped attending classes but failed to complete the leave of absence application and secure the official approval for the leave will be administratively withdrawn from the College.

Students on leave are regarded as continuing students and retain their status for registration, residency, assuming rooms are available, and merit scholarships. For all other forms of financial aid, the student should contact the Financial Aid Office directly.

Part-time students are not required to take a leave of absence if they do not take classes each semester. However, they must enroll in a course at least once in a two-year period. If they do not, they must file for a leave of absence in order to maintain active status, or be administratively withdrawn, as described below.

When they are ready to return to the College, students should contact their academic advisor to register, as well as other offices needed to facilitate their return. Students who do not provide due notice (60 days) of a change in the date of expected return will be administratively withdrawn from the College and must petition the senior associate dean of academic affairs for formal readmission.

## **Withdrawal from College and Readmission**

To withdraw from the College, a student must complete an official withdrawal form obtained from the Registrar's Office. Submission of this form to the Registrar's Office means that the student has authorized the Registrar's Office to drop his/her classes for any upcoming terms. If a student withdraws during the semester, classes will be dropped after the withdrawal form has been submitted.

The withdrawal form must be returned to the Registrar's Office by 4:30 p.m. on the last day of classes in order for the withdrawal to take effect during the semester. A decision to withdraw must be made before any final grades are recorded. Final grades submitted by the faculty will not be converted. Oral notification of a withdrawal does not constitute a formal withdrawal.

Students who officially withdraw from the College after the add/drop period will receive grades of W on their transcripts.

Full-time students who do not register each fall and spring term or secure approval for a leave of absence will be administratively withdrawn from the College. The administrative withdrawal will occur after the add/drop period of the semester in which they did not register. Part-time students who do not register for classes for a period of two (2) years and do not secure approval for a leave of absence will be administratively withdrawn from the College.

Students who withdraw or who are administratively withdrawn and later return to the College have forfeited their merit scholarships. Readmission of a student requires written permission from the senior associate dean of academic affairs. All admission requirements and degree requirements will be re-evaluated at the time of the request for readmission.

### **Emergency Withdrawal or Medical Leave of Absence**

Depending on the circumstances, the College reserves the right to immediately withdraw a student from the College. Such action will be taken only when a student demonstrates the inability to continue as a student or presents an immediate danger to self or others. Such action will be the responsibility of the vice president of student affairs and dean of students, or his or her designee, in consultation with other members of the College professional staff. After an emergency withdrawal or medical leave of absence, an evaluation supporting return is required and must be submitted to the vice president of student affairs and dean of students, or his or her designee. Such clearance includes full written documentation from the attending psychologist or psychiatrist to the vice president of student affairs and dean of students substantiating competency to return to the demands of the College environment, and documentation setting forth what follow up treatment is required, if any. The student may not return to campus without this documentation. Additionally, the student is required to meet with the vice president of student affairs and dean of students, or his or her designee, prior to finalizing re-enrollment responsibilities.

### **Second Bachelor's Degrees**

A person who has earned a bachelor's degree from Lebanon Valley College or another accredited college or university may earn a second bachelor's degree by meeting the following requirements:

1. A minimum of 30 additional undergraduate credits must be completed successfully at Lebanon Valley.
2. All graduation requirements for the major of the second degree must be met satisfactorily.

3. Course work completed successfully as part of the first degree program may be used to satisfy the graduation requirements of the second major.
4. No course already taken in the first degree program may be repeated in the second degree program.
5. No more than three credits from student teaching (ECE 440, ECE 441, MED 441, MED 442, SED 440, SPE 441) and internships combined may be counted toward a second degree. To ensure maximum flexibility, if both degrees are completed at LVC, a maximum of 15 credits internships/ student teaching may be counted between the two degrees.
6. Graduates from other accredited colleges or universities shall not be required to meet any Constellation LVC requirements of Lebanon Valley College.
7. No courses in the second degree program may be met satisfactorily through credit for prior learning, such as challenge examinations, CLEP, or credit for life experience.
8. No courses in the second degree program may be taken pass/fail.

**NOTE: Students carrying a second major do not automatically receive a second degree. Student carrying a second major will not receive a second degree without having met all the requirements listed above for a second bachelor's degree.**

### **Undergraduate Credit for Prior Learning**

Lebanon Valley College recognizes the ability of highly motivated students to master specific areas of study on their own initiative and provides programs to allow these students the opportunity to gain credit. Except for those seeking a second bachelor's degree, any matriculated student may earn a maximum of 30 credits toward a bachelor's degree through prior learning assessments (challenge exams, advanced placement, CLEP, and credit for life experience). Credit for prior learning will be recorded with a satisfactory (S) grade.

### **Challenge Exam Policy**

Many LVC courses can be challenged for credit by examination. Students should request challenge examinations through their academic advisors. All requests must be approved by the registrar and department chair in which the course is listed.

Challenge exams are considered comprehensive examinations in the subject area. The grading criteria for challenge exams will be determined by each department. The exact nature of the examination will be determined by the faculty member and department chair involved and may include any means of evaluation normally employed by the department. There is a fee for preparation and grading of each challenge exam, and it is charged without regard to the test results.

Challenge exams may not be taken by students who have received any grade in a course equivalent to or more advanced than the course for which the

student is requesting credit by examination. Challenge exams may not be used for the purpose of acquiring credit for a course previously failed. Practicums, internships, seminars, research courses, independent study, writing-intensive courses, and courses with laboratory components are normally not subject to credit by examination. Individual departments may have additional criteria regarding challenge exams. Consult the department chair in which the course is listed for specific information.

### **Advanced Placement Policy**

Advanced placement with credit in appropriate courses will be granted to entering students who make scores of 4 or 5 on College Board Advanced Placement examinations. The official Advanced Placement *College Grade Report* must be submitted by the student for evaluation by the registrar.

Advanced Placement without credit may be granted on the basis of the Achievement Tests of the College Board examinations or such other proficiency tests as may be determined appropriate by the registrar and department chair.

### **CLEP (College Level Examination Program) Policy**

Credit shall be granted to those students who score well on CLEP examinations that are approved by the College. To receive credit, a student must score above the 50th percentile on the objective section and above a C, as determined by the appropriate academic department for general and subject examinations. The English composition essay is required to receive credit for English Communications with a minimum score of 64 and at the 80th percentile for this CLEP examination. Credit for foreign language at the intermediate level requires a minimum score of 62 (for French), 63 (for German), and 66 (for Spanish) on Level 2 tests.

A maximum of six credits shall be awarded for each examination; of these credits, only three may be applied to the Constellation LVC requirements in the appropriate area. Credit shall be granted only to students who have matriculated at Lebanon Valley College. Normally, requests for CLEP credit must be approved by the registrar before the student has completed 30 credits.

### **Credit for Life Experience Policy**

Lebanon Valley College provides for the awarding of undergraduate academic credit for knowledge acquired through nonacademic experience in subjects in the College curriculum. The experience should have a direct relation to the material taught in a course in the College curriculum and should extend over a sufficient period to provide substantive knowledge in the relevant area. Matriculated students who believe they qualify for such credit may petition the appropriate department through their academic advisors. This petition must:

- (1) detail the relevant experience in question;
- (2) provide appropriate supporting evidence;
- (3) note the equivalent College course by department and number; and
- (4) state the number of credit hours sought.

The appropriate department will consult with the academic advisor to determine the best means (interview, examination, portfolio, etc.) for evaluating the experience.

Approval of experiential credit must be made in writing over the signatures of the academic advisor, the appropriate department chair, and the senior associate dean of academic affairs.

Experiential credit cannot exceed 6 credit hours in one academic year and cannot exceed a maximum of 12 credit hours in the degree program.

## **International Baccalaureate Program**

Lebanon Valley College values the International Baccalaureate (IB) Diploma Program and its curriculum that develops sophisticated, critical thinking, intercultural competence, and respect for diversity. We welcome applications from IB students.

Credit for appropriate courses will be granted to entering students who achieve scores of 5, 6, or 7 on International Baccalaureate individual subject examinations. For each Higher Level subject, 6–8 credits will be granted; for each Standard Level subject, 3–4 credits will be granted. Three elective credits will also be granted for grades of C or better on the Theory of Knowledge and Extended Essay components.

Students who complete the IB Diploma Program and achieve an overall score of 30 or better will automatically be granted 30 credits. Credit for equivalent courses will only be given for individual subject scores of 5 or better, otherwise only elective credit will be granted.

## **Grading Systems and Grade Point Averages**

Student work is graded A (excellent), B (good), C (satisfactory), D (requirements and standards met a minimum level), F (course requirements not met). For each credit hour in a course, students receive the following quality points:

A	4.00	C	2.00
A–	3.67	C–	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B–	2.67	D–	.67
C+	2.33	F	.00

F carries no credit or quality points, but grades of F are used in calculating the grade point averages.

The cumulative grade point average is calculated by dividing the quality points by the credit hours completed. Candidates for a degree must obtain a cumulative grade point average of 2.000 and a major grade point average of 2.000. Additional majors and any minors also require a 2.000 grade point average. A student may not take a course that has a prerequisite course he or she has failed.

Students may elect to take courses pass/fail, subject to the pass/fail policy (see page 16) and receive grades of P (pass), PH (pass with honors, equivalent to a B+ or higher), or F (fail). Some courses are graded solely on a pass/fail basis, with

an option for PH for superior work in the judgment of the instructor. Zero credit courses are graded on an S (satisfactory)/U (unsatisfactory) basis. Grades of P, PH, S, or U do not carry quality points and do not impact grade point averages.

In addition to the above grades, the symbols I, IP, and W are used. I indicates that the work is incomplete (certain required work postponed by the student for substantial reason with the prior consent of the instructor) but otherwise satisfactory. This work must be completed within the first four weeks of the end of the course or the I will be converted to an F. Instructors may set an earlier deadline. Appeals for an extension of the incomplete grade past the four-week period must be approved by the instructor and presented to the registrar prior to the incomplete due date. IP (in progress) is a temporary grade for certain courses that have not concluded by the end of the semester. W indicates withdrawal from a course through the 10th week of semester classes (or up to the first two-thirds of course meeting during the summer or for an abbreviated period during fall and spring semesters), except for first-semester freshmen who may withdraw through the last day of the semester.

Once a grade has been recorded it may not be changed without the approval of the instructor and the registrar. Students who feel the grade may be inaccurate must contact the instructor within 30 days from the end date of the course in question.

### **Grievances Filed by Students against Faculty Members Concerning Final Grades**

A student may file a grievance against a faculty member if the student has sufficient reason to dispute a final grade earned in a course.

#### *Initial Steps*

- The student must first contact his/her instructor to question the disputed grade. This must be done in writing and must take place as soon as possible, but no later than 30 days after the end of the course in which the concern originated. The student may seek the support of his/her academic advisor, or other faculty person, in preparing this written communication.
- If the matter is not resolved, the student should arrange a meeting with the instructor to review the grade. If agreement is reached, the matter is settled. Otherwise, the student may proceed to Mediation.

#### *Mediation*

- Within 10 days of completing the initial steps, the student shall send a written request to the faculty member's chair, outlining the basis of the grade appeal and requesting a meeting. A copy of this communication must be provided to the instructor by the chair. The department chair will schedule a meeting with the student, chair, and instructor. If an agreement is reached at this level, the problem is resolved and no further action needs to be taken. If no agreement is reached, the student may elect to proceed to an appeal. In the event that the grade appeal is directed against the chair, the process proceeds without mediation directly to an appeal.



### *Appeal*

- Within 10 days of completing mediation, the student will send to the senior associate dean of academic affairs (SADAA) a written request to have the case heard by an Appeals Board. The SADAA will, within 14 calendar days of receiving the written request, convene an Appeals Board that will serve for the term of the appeal in question. The board will be made up of two faculty members and one member of the student body. The SADAA will serve as chair of the Appeals Board and as a non-voting member, and is responsible for documenting the events of the hearing and appointing the two faculty members. The student will be selected by the associate dean of student affairs (ADSA). The student and instructor involved in the appeal must be present during the entire hearing, excluding deliberations. Each may be assisted during the hearing by an advisor from among current students, faculty, administration, or staff. This individual serves in an advisory capacity only. He or she may not actively participate in the hearing.
- The Appeals Board shall have 72 hours from the time it is convened to make a decision. The student and faculty member are to be notified in writing of the board's decision. The decision of the Appeals Board is final.

### *Records*

The Appeals Board is the final source of appeal and will also serve as repository of records that are kept of the grievance. After the dissolution of the board a repository of grievance records will be kept in the Registrar's Office.

## **Grievances Filed by Students Against Faculty Members Concerning Other Matters**

A student may file a grievance against a faculty member unrelated to grades or Title IX violations. Such grievances typically address violations of the College's, department's, or program's standards regarding professional conduct, safety, and fairness. In the event that a student wishes to file a grievance against a faculty member, the following procedures should be followed:

### *Initial Step*

The student must inform the faculty member of the problem before proceeding to the next step. This may be done in person or in writing and must take place as soon as possible, but no later than 30 days after the end of the course in which the concern originated. The student may seek the support of his/her academic advisor, or other faculty member, in any communication with the faculty member, and either the faculty member or the student may request that a mutually agreed-on third party be present at any meeting. If agreement is reached, the matter is resolved. Otherwise, the student may proceed to Mediation.

### *Mediation*

Within 10 days of completing the initial step, the student shall send a written request to the faculty member's department chair, outlining the basis of the

grievance and requesting a meeting. A copy of this communication must be provided to the faculty member by the chair. A meeting will then be held with the student, chair, and faculty member. In the event that the grievance is directed against the chair, that chair must select another faculty member who will receive a copy of the communication and be present at the meeting. If an agreement is reached at this level, the problem is resolved and no further action needs to be taken. If no agreement is reached, either the student or the faculty member may elect to proceed to Grievance.

### *Grievance*

Within 10 days of completing Mediation, the student may send to the senior associate dean of academic affairs (SADAA) a written request to have the case heard by a Grievance Hearing Board. The SADAA will, within 14 calendar days of receiving the written request, convene a Grievance Hearing Board that will serve for the term of the grievance in question. Voting members of the board will consist of two faculty members and one member of the student body. The student representative will be selected by the associate dean of student affairs. The SADAA will serve as chair of the Grievance Hearing Board and is responsible for documenting the events of the hearing. The process of forming the Grievance Hearing Board conforms to the *Faculty Policies Manual*.

The student and faculty member must be present during the entire hearing, excluding deliberations. Each may be assisted during the hearing by an advisor from among current students, faculty, administration, or staff. This individual serves in an advisory capacity only. He or she may not actively participate in the hearing.

The hearing board shall have 72 hours from the time it is convened to make a decision. The student, faculty member, and department chair are to be notified in writing regarding the board's decision.

### *Records*

The Grievance Hearing Board is the final source of appeal. The SADAA serves as a repository of all records that are kept of the grievance. After the dissolution of the board, a repository of grievance records will be kept for a period of seven years in the Registrar's Office.

## **Academic and Graduation Honors**

### *The Dean's List*

The Dean's List recognizes undergraduate students for outstanding academic achievement during each semester. Students achieving a 3.400 or higher grade point average while carrying at least 12 credit hours for grade (excluding courses taken pass/fail) shall be named to the Dean's List at the end of each semester. Students with any incomplete grades will not be awarded Dean's List. If, when all incompletes are resolved, the student meets the Dean's List criteria, he/she may submit a request to be added to the Dean's List through the Registrar's Office.

## *Graduation Honors*

After completing a minimum of 60 calculated credit hours of residence work, a student may qualify for graduation honors. The honors to be conferred are *summa cum laude* for grade point averages of 3.750–4.000, *magna cum laude* for grade point averages of 3.600–3.749, and *cum laude* for grade point averages of 3.400–3.599.

## *Departmental Honors*

All major programs provide the opportunity for departmental honors work during the junior and senior years. For specific information, interested students should contact the appropriate department chair. The minimal requirements for departmental honors are a cumulative GPA of at least 3.000, both at the time of application and at the time of graduation; a written thesis; an oral presentation; and approval by a majority vote of the full-time members of the department. This project is undertaken on a subject of the student's own choosing under the supervision of a faculty advisor. Opportunity also exists to do creative work. A maximum of 9 hours credit may be earned in departmental honors.

## *Honor Societies*

### *Alpha Kappa Delta*

Alpha Kappa Delta is the international sociology honor society. Students who maintain a 3.000 average in sociology and a 3.300 average overall are eligible to be inducted into the honor society at a ceremony during their senior year. Inducted students will be awarded a teal honor cord to be worn at Commencement.

### *Alpha Sigma Lambda*

Alpha Sigma Lambda is a national honor society whose aim is to recognize the special achievements of professional studies students who accomplish academic excellence while facing competing interests of home and work. To become a member, students must be at least 22 years old, a matriculated student seeking an initial degree, completed 24 credits at LVC, and have a minimum 3.200 overall GPA.

### *Beta Beta Beta*

Beta Beta Beta, a national biological honor society, is open to majors in the biological sciences by invitation. To become a member, one must have completed three courses in biology with a GPA of 3.000 in biology and 3.000 overall.

### *Delta Alpha Pi*

Delta Alpha Pi is an international honor society for students with disabilities. Established in 2004, Delta Alpha Pi presents an opportunity to change negative perceptions of persons with disabilities by recognizing those with exemplary academic records. Undergraduate candidates must have completed a total of 24 credits and earned a cumulative average of 3.100.

### *Gamma Sigma Epsilon*

Gamma Sigma Epsilon is a national honor society for students achieving high standards of excellence in the study of chemistry. Active members of the chapter shall be composed of students who have completed a minimum of 20 credit hours in chemistry or biochemistry, at least three credit hours at the 300 level, with a minimum grade point average of 3.300 in all chemistry or biochemistry courses and at least a 3.000 overall grade point average.

### *Kappa Delta Pi*

Kappa Delta Pi is an international honor society for education students dedicated to promoting excellence in the profession through the advancement of scholarship, leadership, and service. Membership is open to students who have completed at least 30 credit hours with a minimum of 12 credits in professional education courses. Leadership abilities and a cumulative GPA of 3.600 are also required.

### *Phi Alpha Epsilon*

Phi Alpha Epsilon (the Greek initial letters of the words, “lover of learning and finder of truth”), the College’s honor society, was established in 1935 and recognizes academic achievement and service to others. To be eligible for this award, students must achieve a cumulative grade-point average of at least 3.600, complete at least 24 credits of Constellation LVC coursework at LVC, and achieve the “bronze” level of service hours (as determined by the Office of Spiritual Life) at the conclusion of the fall semester prior to graduation. Ordinarily, seniors are formally welcomed into the society at a spring banquet.

### *Phi Alpha Theta*

Phi Alpha Theta is a national honor society dedicated to the study of history through research, teaching, publication, and the exchange of learning and ideas. Membership is awarded to undergraduates who have completed 12 credits in history and achieved a minimum grade-point average of 3.500 in history and 3.400 overall.

### *Phi Kappa Pi*

Phi Kappa Pi, LVC’s honor society in business, is open to accounting, business, economics, and international business majors. Selection is made by Business Department faculty. Membership is open to those with junior or senior status and a department GPA of 3.400 or higher and a College GPA of 3.250 or higher. Candidates for membership must also exhibit participation in department, College, or community activities demonstrating leadership and non-academic involvement.

### *Phi Sigma Iota*

Phi Sigma Iota is an international honor society that recognizes outstanding ability in the field of language studies, literature, and cultures. It promotes international communication and understanding and is the highest academic honor in the field of languages. Selection is made by languages faculty. Members are selected from language majors and minors with a department GPA of 3.000 or higher and a College GPA of 3.000 or higher.

### *Phi Sigma Tau*

Phi Sigma Tau is the international honor society for philosophy, dedicated to encouraging interest and activity among students and to promote ties between philosophy departments in accredited institutions. Eligibility requirements include the completion of three full semesters and at least two philosophy courses and a 3.500 GPA in philosophy classes. Inducted students must rank in the upper 35 percent of their class.

### *Pi Mu Epsilon*

Pi Mu Epsilon is a national honor society dedicated to the promotion of mathematics and the recognition of students who successfully pursue mathematical understanding.

### *Pi Sigma Alpha*

Pi Sigma Alpha is the honor society for politics. Members qualify for graduate school scholarships in political science and tuition reductions for certain Washington internship programs. Undergraduate candidates must have completed 60 credits, at least 10 of which are in politics, and a cumulative grade point average of 3.400 or higher.

### *Psi Chi*

Affiliated with the American Psychological Association, Psi Chi is the national honor society for students who are psychology or neuroscience majors or psychology minors. Students must have a College and departmental GPA of 3.200 or higher.

### *Sigma Iota Rho*

Sigma Iota Rho is an honor society for international studies. It promotes and rewards scholarship and service among students of international and global studies. Members must be of junior standing, have completed at least 21 credits toward a major or minor in global studies, and have participated in an approved study abroad program. Students must have at least a 3.300 GPA in global studies and 3.200 overall.

### *Sigma Pi Sigma*

The national physics honor society, Sigma Pi Sigma, recognizes outstanding scholarship in physics and promotes an attitude of service. Members must have completed 45 credit hours, 12 credits of physics coursework, and have at least a 3.500 GPA in physics and 3.400 GPA overall. All members must rank in the upper third of their college class.

### *Sigma Tau Delta*

Sigma Tau Delta, an international English honor society, is open to junior and senior English majors who achieve a major and cumulative GPA of 3.500 and obtain faculty approval.

## *Theta Alpha Kappa*

Theta Alpha Kappa is the only national honor society in the fields of religious studies and theology. Members must have completed three full semesters with a minimum of 12 credits in religion. A GPA of at least a 3.500 in religion courses is also required, as is a 3.000 cumulative GPA. Inducted students must rank in the upper 35 percent of their class.

## **Academic Honesty**

Lebanon Valley College expects its students to uphold the principles of academic honesty. Violations of these principles will not be tolerated. Students shall neither hinder nor unfairly assist the efforts of other students to complete their work. All individual work that a student produces and submits as a course assignment must be the student's own.

Cheating and plagiarism are acts of academic dishonesty. Cheating is an act that deceives or defrauds. It includes, but is not limited to, looking at another's exam or quiz, using unauthorized materials during an exam or quiz, colluding on assignments without the permission or knowledge of the instructor, and furnishing false information for the purpose of receiving special consideration, such as postponement of an exam, essay, quiz, or deadline of an oral presentation.

Plagiarism is the act of submitting as one's own the work (the words, ideas, images, or compositions) of another person or persons without accurate attribution. Plagiarism can manifest itself in various ways: it can arise from sloppy, inaccurate note-taking; it can emerge as the incomplete or incompetent citation of resources; it can take the form of the wholesale submission of another person's work as one's own, whether from an online, oral, or printed source. The seriousness of an instance of plagiarism—its moral character as an act of academic dishonesty—normally depends on the extent to which a student intends to deceive and mislead the reader as to the authorship of the work in question. Initially, the instructor will make this determination.

In the unfortunate event of an alleged breach of academic honesty, a student will be assured due process as follows:

- No later than three weeks after the instructor's observation of academic dishonesty, the instructor will present to the student (orally or in writing) the specific charge with all supporting documentation. Documentation should include the nature of alleged academic dishonesty, a description of the incident, and the evidence supporting the charge. At the moment the work has been submitted, the student involved forfeits the right to withdraw from the course or to change his or her course status in any way.
- Following this notification, the instructor will meet with the student and permit the student to respond to the charge with factual information and mitigating circumstances related to the charge. If circumstances prohibit a face-to-face meeting (as might be the case if the incident occurs at the end of a semester), the student may respond to the charges via email.

- If the instructor concludes that the student is culpable of academic dishonesty, the instructor shall report the suspected incident to the senior associate dean of academic affairs (SADAA).
- Information related to the offenses of academic dishonesty must be passed by the faculty member to the SADAA who shall retain the information for as long as the student involved is enrolled at the College. Information and evidence concerning academic dishonesty are the property of the College.
- The SADAA and student charged with academic dishonesty will meet in a closed session to review the charges and the supporting evidence. Following this meeting, the SADAA shall send the student a formal correspondence describing the consequences of this offense and any further offenses.
  - For the first offense of academic dishonesty, the instructor has the option of implementing whatever grade-related penalty he or she deems appropriate, up to and including failure in the course.
  - For the second formally established offense of academic dishonesty, failure in the course is warranted; the SADAA shall so notify the faculty member(s) involved. Additionally, the SADAA has the authority to take further action against the student, up to and including suspension or permanent dismissal from the College.
  - For the third formally established offense of academic dishonesty, failure in the course and removal from the College are warranted. Removal may take the form either of suspension for one or two semesters or permanent dismissal. Permanent dismissals are recorded on a student's academic transcript.
- The SADAA has the authority to determine whether actions by a student constitute "offenses of academic dishonesty" as described previously.
- The student may appeal the determination of academic dishonesty within 10 business days following the date of the decision sent to the student from the SADAA. Failure by the student to appeal within the limited time period constitutes a waiver of the student's right to appeal.
- The appeal must be made in writing and forwarded to the vice president of academic affairs and dean of the faculty (VPAA/dean of the faculty). An appeal will be awarded given either of the following conditions:
  - The College's policies and procedures were not followed by the instructor;
  - Significant and new evidence supporting the student's defense was discovered after the hearing.
- The VPAA/dean of the faculty will assemble an Appeals Committee, consisting of two members of the teaching faculty and one member of the student body. The VPAA/dean of the faculty will appoint one of the two faculty members to serve as chair of the Appeals Committee. The Appeals Committee has the authority to: (a) affirm or reverse the findings and actions of the instructor and the SADAA, and; (b) reduce or moderate the



SADAA’s decision on suspension or expulsion. The Appeals Committee does not have the authority to change a grade decision. Findings will be communicated in writing to the student, instructor, SADAA, and VPAA/ dean of the faculty.

- The chair of the Appeals Committee will consult with the student and instructor to schedule an appeals hearing. The student and instructor will be given at least two days’ notice of the date, time, and place of the hearing. The student and instructor must be present during the hearing, excluding deliberations. The student may be assisted during the appeals hearing by an advisor of choice from among the current full-time students, faculty, administration, or staff, but may not be assisted during the appeals hearing by anyone else. The selected individual may function in an advisory capacity only. He or she may not actively participate in the appeals hearing.
- The student will be informed in writing of the committee’s decision within 24 hours following the appeals hearing.
- Records related to academic dishonesty will be kept for five years following a student’s last date of attendance at the College, with the exception of records of actions resulting in permanent dismissal, which will be kept permanently.

### Academic Standing Requirements

At the conclusion of each semester, members of the Academic Affairs Council meet to review the academic performance of all undergraduate students.

To maintain themselves in good academic standing at the College, students must achieve minimum cumulative grade point averages appropriate to progress toward their degree, and they must complete coursework at a regular and sustained pace. Minimum cumulative GPAs are as follows:

Semester Hours Completed	Required Cumulative GPA
1–27	1.600
28–55	1.700
56–83	1.800
84 or more	1.900

At the conclusion of each semester, the College examines students’ academic records. Students who have not achieved the above minimum grade point averages will be given an **Academic Warning**, placed on **Probation**, or **Academically Suspended** from the College.

**Academic Warning.** The first time students fall below the required cumulative GPA as listed above, they will be given Academic Warning. Academic Warning constitutes a formal notification that a student’s academic performance is weak and that he or she needs to devote increased attention to academic work. Students receiving Academic Warning are cautioned that unless they achieve an acceptable cumulative grade point average, they will be placed

on Probation and thereby lose the privilege of participating in extracurricular activities (including such activities as intercollegiate sports, student government, campus media, student clubs, and Greek and service organizations).

**Probation.** Students who fall a second time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters) will be placed on Probation. A student on Probation will not be permitted to take part in extracurricular activities.

**Final Probation.** Students who fall a third time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters) will be placed on Final Probation. A student on Final Probation will not be permitted to take part in extra-curricular activities, and the student will be informed that unless the student restores himself or herself to good academic standing and maintains that status, the student will be suspended from the College.

**Academic Suspension.** Students will be suspended academically from the College when (1) they fall a fourth time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters); (2) they fail to achieve a cumulative GPA of at least 0.750 at the conclusion of any semester; (3) they have not earned by the conclusion of the second and subsequent semesters of full-time enrollment a total of at least 6 credit hours of coursework for each semester completed. Students suspended for academic reasons will not be permitted to return for at least the full subsequent semester (fall or spring).

In the event of an academic suspension, a student may appeal the decision and will be assured due process as follows:

- No later than 10 business days following the date of the letter informing the student that he/she has been suspended, the student may appeal the decision. Failure to appeal within the limited time period constitutes a waiver of the student's right to appeal.
- The appeal must be made in writing to the senior associate dean of academic affairs. An appeal will be awarded given the following conditions:
  1. a change was made to a student's grade in a course, and this change occurred prior to the start of the semester for which the student was suspended;
  2. severe mitigating circumstances sufficiently documented by an authority contributed to the student's poor academic performance.
- The senior associate dean of academic affairs will assemble an Appeals Committee, consisting of at least two members of the Academic Affairs Council and one member of the faculty. The senior associate dean of academic affairs will serve as the chair of the Appeals Committee. The Appeals Committee has the authority to affirm or reverse the decision to suspend the student.
- The chair of the Appeals Committee will consult with the student and members of the assembled committee to schedule a hearing. All persons will be given at least two business days' notice of the date, time, and

place of the hearing. The student must be present at the hearing to present his or her case to the committee.

- The student may be assisted during the hearing by an advisor of choice from among current full-time students, faculty, administration, or staff, but may not be assisted during the hearing by anyone else. The selected individual may function in an advisory capacity only. He or she may not actively participate in the appeals hearing. If the student has documentation from an authoritative source, the committee will review that material as well.
- Within 24 hours following the appeals hearing, the committee's decision will be communicated in writing to the student, student's advisor, registrar, vice president of academic affairs and dean of the faculty, and vice president of student affairs and dean of students. The decision of the Appeals Committee is permanent and final.

To request reinstatement following a suspension, students must submit an application for re-enrollment to the senior associate dean of academic affairs. In order to be considered for re-enrollment following an academic suspension, a student must provide evidence that he/she is prepared for the rigors of post-secondary education and has addressed whatever difficulties contributed to a poor academic performance. This may include letters of recommendation from employers, counselors, or medical professionals. Suspended students are highly encouraged to complete and earn grades of C or better in at least 6 credits of college-level work at another college.

On reinstatement to the College following a suspension, a student will have two semesters to bring up his or her cumulative GPA to the minimum required for good academic standing at the College. Until the student achieves good academic standing, he/she remains on probationary status and is not eligible to participate in extracurricular activities. A suspended student who returns to the College and who is suspended again for academic reasons will be permanently dismissed from the College. A permanent academic dismissal is recorded on a student's academic transcript.

### **Satisfactory Academic Progress**

In addition to meeting academic standing requirements, described above, students must also maintain Satisfactory Academic Progress (SAP) toward a degree to maintain eligibility for federal, state, and institutional financial aid. SAP for a full-time student is defined as earning 24 credits between two semesters; a student enrolled at half-time (6–8 credits) must complete at least 6 credits per semester; a student enrolled at three-quarter time (9–11 credits) must earn at least 9 credits per semester. In addition, all students must maintain a cumulative grade point average of 1.600 (1–27 credits), 1.700 (28–55 credits), 1.800 (56–83 credits), 1.900 (84 or more). A 2.000 grade point average is required for completion of the baccalaureate degree. The full SAP policy is available at [www.lvc.edu/financial-aid/academic-progress.aspx](http://www.lvc.edu/financial-aid/academic-progress.aspx).

## **Disciplinary Action**

Students found in violation of the student conduct code are subject to disciplinary action, as stipulated in the *Student Handbook*. When sanctions result in suspension or dismissal from the College, a student is dropped or withdrawn from courses in accordance with registration policies. A permanent disciplinary dismissal is recorded on a student's academic transcript.

# UNDERGRADUATE ACADEMIC PROGRAMS

## Constellation LVC Common Learning Experience

### Program Overview

Constellation LVC represents a unique approach to a core curriculum. Each course in the core, like each star, has its own distinctive identity and place within the curriculum. In their course of study at Lebanon Valley College, students build their own constellation, making linkages across and between bodies of knowledge. The course charts through our immersive curricular cosmos and will be a bold and inventive exploration.

Constellation LVC is intentionally designed to help students develop the skills necessary for success in the 21st century: written and oral communication, critical reading and analysis, information literacy, quantitative reasoning, intercultural competence, problem solving, and integration. This last skill—integration—distinguishes Constellation LVC. It enables students to make connections among their classes, to understand disciplines as different modes of understanding the world, to integrate these ways of knowing into a more complex and accurate model of our society and globe, and to apply these skills in a competitive job market.

This common learning experience has six components that provide opportunities to develop these skills at multiple points in the curriculum.

**General education requirements in place prior to Fall 2016 can be found at [www.lvc.edu/general-education](http://www.lvc.edu/general-education).**

### Institutional Learning Outcomes

#### *Synthesize and integrate knowledge*

- Students will demonstrate an understanding of and disposition for learning across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

#### *Enhance intellectual and practical skills*

- Students will be able to communicate clearly and effectively for different audiences and purposes. They will effectively integrate diverse perspectives, and will demonstrate academic honesty in their communications.
- Students will be able to read critically and distinguish among authors' theses, main ideas, supporting evidence, and rebuttals. When faced with new problems, students will comprehensively explore issues and ideas before accepting or formulating an opinion or conclusion.
- Students will be able to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information.
- Students will be able to reason about and solve quantitative problems from a wide array of contexts. They will read, understand, and create arguments

supported by quantitative evidence and clearly communicate those arguments. These arguments will involve a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

- Students will be able to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

#### *Develop intercultural competence*

- Students will develop the set of cognitive and linguistic skills that support effective and appropriate interaction in a variety of cultural contexts.

### **Program Components and Requirements**

#### **General Requirements.** 40 credits.

The Constellation LVC Common Learning Experience requires the completion of a minimum of 40 credits of Constellation courses. Students transferring in coursework from other schools or who are approved to substitute different coursework (see exceptions to the Language and Culture requirement, below), may need to complete additional credits from Constellation courses to reach 40 credits. In such cases, additional credits from any area of the program—including credit-bearing Immersive Experiences—may count toward the 40 credit total.

#### **First-Year Experience [FYE].** 2 courses, 8 credits. Taken in the first year.

The First-Year Experience (FYE) introduces students to the unique value of an LVC education. Through participation in small, seminar-style courses, the FYE promotes intensive intellectual questioning and develops a foundation in core skills essential to meet the rigorous curricular demands of our College. The FYE develops writing and critical reading skills, assists students with the education and emotional transition to college, and fosters a sense of community within the first-year class. FYE topics include “Sports and Society,” “Art and the Body,” “Thinking Changes Everything,” and “Horror in Film and Literature.” Class size is small (16 students) and the primary instructor for the course is a full time faculty member. Students in each FYE course may be housed together in Learning Communities in residence halls.

Students must complete two First-Year Experience courses:

**FYE 111. First-Year Experience I.** 4 credits.

**FYE 112. First-Year Experience II.** 4 credits.

Transfer students may count equivalent writing courses from other institutions toward this requirement. Students who satisfy both courses through transfer credit are required to complete the following course:

**FYE 113. Introduction to the LVC Experience.** 1 credit.

**Formative Experiences.** 19 credits, one course from each area and additional credits from any area. Can be taken in any year.

Formative Experiences are courses designed to develop the specific skills necessary for success in the 21st century. Formative classes require students to develop skills in intercultural competence, quantitative reasoning, critical

thinking, analytical writing, and a second language. These courses may be taken at any time in the four-year curriculum.

*Critical Thinking Expressed through Writing* [CTW]. One course, 3–4 credits.

Critical Thinking Expressed through Writing courses develop students' abilities to make judgments and draw appropriate conclusions when reading based on an analysis of evidence in the texts. Students will also recognize alternative perspectives, personal assumptions, and other limits. CTW courses further develop students' ability to write effectively according to the appropriate rhetorical conventions. Finally, students improve their understanding of where and how to find appropriate resources and develop their abilities to assess, analyze, and evaluate information. In all CTW courses, writing is taught as a process, and students engage with their instructors in periodic conferences of their work.

*Approved CTW courses:* ART 260, 350, 365, 370; BIO 304/L, 312/L; DCOM 311, 380, 382, 383, 385, 387; DSP 370; ECE 340; ENG 120, 220, 321; MSC 201; PHL 210, 230, 270, 301, 311, 451; POL 245, 312, 313, 314; PSY 245; REL 230, 280, 311, 451.

*Intercultural Competence* [IC]. One course, 3–4 credits.

Intercultural Competence courses develop students' knowledge and understanding of their own culture as well as other cultures, enhancing their understanding of the limits inherent in any cultural framework. Students will apply their knowledge to cultural frames of reference to critically analyze issue and solve problems. IC courses develop students' curiosity about and openness to diverse people.

*Approved IC courses:* ART 250, 380; ENG 323, 420, 421, 422; GLB 101; HIS 105, 275; IDS 210; MSC 202; PHL 140; REL 120, 140, 150, 200, 204, 240, 242, 244; SOC 162.

*Language and Culture* [LAC]. One course at the 102 level or higher according to a student's placement, 4 credits.

Language and Culture courses develop students' intercultural competence and provide opportunities to immerse oneself in a second language and culture, communicate in a second language, and access resources in a second language.

*Approved LAC courses:* FRN 102, 200, 280, 350, 360, 375, 380, 405; GMN 102, 200, 280, 345, 350, 375, 380, 410, 440, 460; LAT 102; SPA 102, 201, 202, 300, 310, 311, 330, 355, 365, 385, 480.

*Language placement:* All students with prior study or significant experience (such as language of the home or having lived in a context where the language is used) of French, German, and/or Spanish must take the placement test before they can enroll in a language course. Students will be placed at the appropriate level based on placement test score. If students elect to take a class at a level



below where they were placed, they cannot use such courses to satisfy the Language and Culture requirement. Students who are starting a new language will be required to complete courses at the 101 (3 credits) and 102 (4 credits) level. A 101 language course counts as an elective for graduation; it does not satisfy the Language and Culture requirement.

*Exceptions:* Transfer and high school dual enrollment students who have completed equivalent 102 or higher level language courses at another institution prior to enrolling at LVC may count such courses, subject to LVC's transfer policy, toward the Language and Culture requirement regardless of placement or high school language study.

A foreign national (typically one who holds a student visa) who has grown up in a non-English speaking culture and successfully completed secondary school work taught in a language other than English may substitute another Formative Experience course in place of a Language and Culture course. Official certification from the school of the language of instruction and completion of the TOEFL exam for entry into LVC will be required. Students who have competence in a language other than English and do not meet these requirements are encouraged to take the Foreign Language Proficiency test of the New York University School of Continuing and Professional Studies or another appropriate test as approved in advance by the chair of the Languages Department and the registrar. Students who take the NYU test and earn a minimum score of 13 on the 16-point exam will earn four credits toward the Language and Culture requirement. The College will provide a proctor and test facility for the NYU test to be administered at LVC. Alternatively, students may take the test at NYU.

Students with significant language-based learning disabilities or auditory disabilities (e.g., auditory processing deficits or deaf/hard of hearing), as verified by the Center for Disability Resources, will be permitted to substitute an additional Intercultural Competence course in place of the required Language and Culture courses.

*Quantitative Reasoning [QR].* One course, 3–4 credits.

Quantitative Reasoning courses develop students' abilities to reason about and solve quantitative problems from a wide array of contexts. Students will read, understand, and create arguments supported by quantitative evidence and clearly communicate those arguments, using a variety of formats. In addition, the courses develop students' abilities to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the assumptions used and other limits of the analysis.

*Approved QR courses:* AMS 112; BUS 170; MAS 100, 111, 112, 150, 161, 162, 170, 270; POL 370; PSY 212/L.

**Connective Experience [COE].** Three 3–credit courses plus one integration course, 10 credits. All four courses are taken in the same academic year, either in the sophomore or junior year.

The Connective Experience is a unique feature of LVC, in which students choose a topic reflecting their interest—such as gender, war, globalization, disease, or technology—and explore that topic from three angles. Each of the three courses explores the topic from a specific disciplinary perspective, or ‘path of inquiry’, either in the natural sciences, humanities, or social sciences. These courses allow our students to pursue their own interests within our core curriculum, to recognize the unique contribution of each discipline to human knowledge, and to develop their ability to integrate information from a variety of perspectives.

**Immersive Experience [IME].** Two distinct approved courses/experiences, 0 credits. Can be taken in any year.

At LVC, your education is not pre-packaged. Every student has a passion, and every student gains important skills during their education. In these immersive experiences, students apply their learning in a real-world context, whether through an internship, directing a play, leading a service trip, writing a book, or conducting research alongside a faculty member. These may be curricular or co-curricular and may be completed at any point during the student’s four years at LVC. Experiences must be distinct (e.g., two internships cannot satisfy this requirement).

Non-credit Immersive Experiences are given a grade of Satisfactory (S) or No Grade (NG); experiences given a grade of NG cannot satisfy an Immersive Experience requirement and do not appear on a transcript. Credit-bearing Immersive Experiences are graded on a conventional or pass/fail basis (see grading section of the catalog); all grades appear on the transcript and students must pass the course to fulfill an Immersive Experience requirement.

*Approved courses/experiences:* ART 355, 360, 375, 440, 460; ECE 440, 441; IME 130, 140, 172, 230, 240, 242, 243, 246, 249, 251, 253, 254, 255, 258, 260, 263, 267, 269, 274, 275, 279, 282, 284, 287; MED 441, 442; SED 440; SPE 441.

In addition to the above courses, the following credit-based courses satisfy the Immersive Experience requirement across multiple departments and subject areas:

Advanced Creative Study (numbered 555).

Advanced Research (numbered 550).

Internships (numbered 400).

**The Integrative Experience [ITG].** One course, 3 credits. Taken in the junior or senior year, after completion of the Connective Experience. If necessary, it may also be taken in the spring semester concurrently with the Connective Experience.

The Integrative Experience is the culmination of the common learning experience. This experience allows students to complete an interdisciplinary project and reflect on their learning experiences at LVC.

## Portfolio

Throughout the common learning experience, students will collect samples of work from specific classes in a Portfolio. The portfolio requirement will allow students to reflect on their education experiences at LVC, both curricular and co-curricular, and receive faculty feedback on these reflections. The portfolio may also be a repository for work to be shared with potential employers and graduate programs.

**Please visit [www.lvc.edu/commonlearningexperience](http://www.lvc.edu/commonlearningexperience) for complete descriptions of courses in the Constellation LVC Program.**

## Cooperative Programs

### *Engineering*

In the cooperative 3+2 Engineering Program, a student earns a B.S. degree from Lebanon Valley College and a B.S. degree in one of the fields of engineering from another institution. Students do three years of work at Lebanon Valley College and then usually do two additional years of work in engineering. Students may study engineering at any accredited engineering school. To assist the student, Lebanon Valley College has cooperative (contractual) agreements with The Pennsylvania State University and Case Western Reserve University in Cleveland. There are three tracks for 3+2 engineering. For most fields of engineering, the student completes the B.S. physics track. For chemical engineering, the student completes the B.S. chemistry track. For computer engineering, the student completes the B.S. computer science track. Contact Dr. Michael Day, director of the 3+2 Engineering Program, at [day@lvc.edu](mailto:day@lvc.edu) for additional information.

### *Medical Technology (Clinical Laboratory Science)*

The overall goal of the Medical Technology Program is to prepare students for a career as a clinical laboratory scientist with certification from the American Society for Clinical Pathology and the National Credentialing Agency for Laboratory Personnel. Medical technology is a 3+1 cooperative program in which the student spends three years at LVC to fulfill the requirements of the College and of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). During the third year, the student applies to a NAACLS-accredited school of medical laboratory science, where he or she will complete the fourth year of clinical training. After successful completion of the fourth year, the student is awarded the bachelor of science in medical technology by Lebanon Valley College. The College is affiliated with the following clinical programs: Florence M. Cook School of Medical Laboratory Science of the Jersey Shore Medical Center, and the Clinical Laboratory Science Program of the Lancaster General College of Nursing and Health Sciences. However, the student is not limited to these affiliated programs and may seek acceptance at other accredited clinical schools.

### *Program Goals*

Students completing this program will:

- Develop academic skills within the liberal arts environment that will provide a foundation for success in advanced courses, in clinical laboratory education and on national certification exams, and encourage life-long learning.
- Acquire the factual and conceptual knowledge needed to pursue and benefit from the clinical laboratory education and pursue a career in medical technology.
- Acquire skills to evaluate laboratory methods, critically analyze data, and effectively communicate their findings in both a written and oral format.
- Acquire, through our affiliated training hospitals, the clinical laboratory skills and experience necessary to function as highly qualified clinical laboratory technologists and provide patient care in a professional manner consistent with established ethical guidelines.

### *Degree Requirements*

*Degree:* Bachelor of Science in Medical Technology.

*Major:* BIO 111/L, 112/L, 201/L, 306/L, 322/L or 324/L, 323/L; CHM 111, 112, 113, 114, 213, 214, 215, 216; PHY 103/L, 104/L; MAS 170 (51 credits). The senior year is spent off campus at an accredited hospital school of medical technology. It is the student's responsibility to apply and become accepted into a hospital program. Thirty-two semester hours of credit are awarded for the successful completion of the senior year.

## **Pre-Professional Programs**

### *Pre-Law Program*

Lebanon Valley graduates have done very well at a variety of law schools. Over the years, LVC students who have excelled academically have attended George Mason, Wake Forest, and William & Mary. Our graduates have also studied at several of Pennsylvania's fine schools of law, including Penn State Dickinson, Pittsburgh, Temple, Villanova, Duquesne, Drexel, and Widener. Lebanon Valley alumni have pursued legal careers with corporations and government, while a number have entered politics, including Pennsylvania's 46th Governor.

Students should consult with the pre-law advisor well before commencing the law school application process. The pre-law advisor, Dr. Philip Benesch, will help you decide when to take the Law School Admission Test (LSAT) and which law schools may suit your interests and qualifications. The LSAT is required for acceptance at American Bar Association-approved law schools. The LSAT is given four times during the year, typically in February, June, September, and December. For many, it will be beneficial to take an LSAT preparation course. LVC has teamed with Kaplan to offer practice LSATs online at several points during the academic year. In addition, we strongly recommend that before taking the LSAT, students complete PHL 280 Logic, a course required for the law and society minor.

In addition to an applicant's LSAT score, law schools will consider his or her GPA, transcript, letters of recommendation, and personal statement. No single

major is identified as an ideal preparation for law school; rather a broad liberal-arts curriculum is preferred, with courses known for significant reading, writing, and thinking challenges being particularly valued.

A law and society minor can be taken alongside any major at LVC. Further information on the law and society minor can be found in the history, politics, and global studies section of the College Catalog.

In addition, it is recommended that pre-law students take the following courses as electives or to fulfill other requirements: HIS 125 (L1), HIS 126 (L2), ECN 101 (L2), ECN 102 (L2), POL 110 (L2), PHL 210 (L6). Other elective courses of potential interest to pre-law students include BUS 371/372 (Business Law), and ACT 131/231 (Financial and Managerial Accounting).

Students interested in law school should contact Dr. Philip Benesch, pre-law advisor, as early as possible in their studies at Lebanon Valley. He can be reached at 717-867-6326 or [prelaw@lvc.edu](mailto:prelaw@lvc.edu), as well as in his office in Administration/Humanities 206.

### *Pre-Medical, Pre-Dentistry, Pre-Veterinary*

Lebanon Valley College offers pre-professional preparation in the medical (medicine, osteopathy, optometry, podiatry, pharmacy, chiropractic, dentistry, and physician assistant) and veterinary fields. Students interested in one of these careers usually follow a science curriculum with a major in biochemistry & molecular biology, biology, chemistry, or neuroscience.

In addition to the basic natural sciences suited to advanced professional study, the student may participate in an internship program between the College and local physicians or veterinarians. Students not only receive credit for the work, but also gain valuable experience in the field.

The faculty-led Health Professions Committee coordinates the various plans of study in addition to offering advice and assistance to those persons interested in health professions careers.

Lebanon Valley College graduates have been admitted to some of the nation's finest schools, including Johns Hopkins University Medical School, University of Virginia, Cornell University, The University of Pennsylvania, The University of Pittsburgh, Jefferson Medical School, Lake Erie College of Osteopathic Medicine, The Pennsylvania State University Medical School at Hershey, Temple University School of Pediatric Medicine, The University of Maryland, The Philadelphia College of Osteopathic Medicine, The Pennsylvania College of Pediatric Medicine, and the Pennsylvania College of Optometry.

## Self-Designed Major

Lebanon Valley College undergraduates have the option to self-design a major around specific interests and goals, provided the field of concentration is not substantially addressed by any singular academic program. Self-designed majors are in keeping with the tradition of liberal learning by allowing students to develop an interdisciplinary course of study between at least two academic programs.

Students who intend to complete a self-designed major must first select a primary advisor and secondary advisor. The primary advisor should be a faculty member from the department/discipline that will be most frequently represented by coursework in the major. The secondary advisor is a faculty member from the second discipline constituting the major. Students who do not know specific faculty members that might serve as either primary or secondary advisors should contact the respective department chairs for referrals.

In consultation with the primary advisor, a student pursuing a self-designed major should prepare an application that includes the following: a description of and rationale for the major, the major's goals and measureable learning objectives, required and/or elective courses aligned with the major's learning objectives, core competencies developed in the major, and a proposed four-year schedule of classes. The self-designed major should consist of at least 27 credits higher than the 100-level, with at least 12 credits at the 300-level or higher, including the capstone experience. A culminating experience should be included as part of the major.

Students in self-designed majors must complete a capstone experience that synthesizes the two disciplines included in the major and requires students to demonstrate successful achievement of the major's goals and objectives.

The application for the self-designed major must be approved by the primary and secondary advisor before submitting it to the faculty Committee on Curriculum and Assessment. The committee will review the proposed major and either approve, approve pending modification or reject the proposed program. Final approval is determined by the vice president of academic affairs and dean of the faculty. Any changes made to the courses required for the major must be approved by the Committee on Curriculum and Assessment and supported by a justification from the student and primary advisor.

Students planning on a self-designed major generally submit their proposals within their first four semesters at the College. The number of credits in the major that were completed prior to submitting an application may influence the committee's decision concerning approval of the major. Except in unusual cases and with sufficient justification, proposals submitted after 60 percent of the coursework for the self-designed major has been completed will not be considered.

It is important to note that the self-designed major offers a creative alternative for students with definite, integrated educational goals. It is not a way for students to avoid specific requirements. Consistent with the grading policies for all undergraduate majors, students may not elect for the Pass/Fail option in courses that fulfill Constellation LVC requirements or the requirements of the self-designed major.

*Degree:* Bachelor of Arts or Bachelor of Science degree (depending on concentration) with a self-designed major.

*Requirements:* Those courses specified for the approved self-designed major, plus those courses necessary for general requirements. As with all majors, students must complete 120 credits and maintain a cumulative grade point average of at least 2.000 and a major grade point average of at least 2.000.

*Application Process for the Self-Designed Major:*

1. Pick up the self-designed major application and the major card from the Registrar's Office in Humanities 106. The major card should indicate whether the self-designed major will be pursued instead of or in addition to previous major.
2. Meet with the primary advisor to develop and plan the self-designed major and prepare the application.
3. Submit the completed application to the registrar, who will bring it to the Faculty Committee on Curriculum and Assessment for consideration.
4. The student will be notified by the vice president of academic affairs and dean of the faculty whether the major is approved, approved with modification, or rejected. If the major is approved, changes will be processed by the Registrar's Office.
5. If the major is approved, the student and the primary advisor should complete a semester-by-semester course plan and submit this plan to the Registrar's Office.

## **Internships**

An internship is a practical and professional work experience that allows students to participate in the operations of business, industry, education, government, or not-for-profit organizations. Internships provide students with opportunities to integrate their classroom learning with on-the-job experiences and to test practical applications of their liberal arts education in a variety of settings.

To be eligible for an internship sponsored by an academic department or program, a student generally will have junior or senior standing. Students must request and receive permission from departmental chairs or program directors to enroll in internships. The student must also enlist a faculty internship supervisor from the department sponsoring the internship and an on-site internship supervisor from the internship location. Application forms for internships are available in the Registrar's Office. The application form shall be completed by the student and approved by the student's academic advisor, faculty internship supervisor, on-site internship supervisor, and the department chairperson prior to registration.

For each semester hour of credit, the intern should invest at least 45 hours of time at the internship location. Academic departments and programs establish other specific criteria and procedures for internships. In addition to the practical on-site experience, internships have an academic component that may include readings, reports, journals, seminars, and/or faculty conferences. A student may enroll for 1–12 credit hours of internship during any one semester. A student may use a maximum of 12 credit hours of internship to meet graduation requirements. All internships have a course number of 400.



## **Individualized Courses**

Each department provides opportunities for students to undertake individualized coursework. Tutorial studies follow an existing course, while four other options provide opportunities for students to pursue an individualized course of study at different levels: directed study, independent study, advanced research, and advanced creative study. Independent, directed, advanced research, or advanced creative study courses cannot be used to cover existing courses or projects more properly described as internships.

Each option requires students to invest at least 45 hours for each semester hour of credit and involves a contract between the student and faculty advisor regarding assignments and expectations for successful completion of the course. Written application forms are available in the Registrar's Office and require approval of the student's faculty advisor, contract instructor, and department chair.

A maximum of 3 credits of directed study may be used toward graduation requirements. Students may enroll in a combined maximum of 6 credits in independent study, advanced research, or advanced creative study in any one semester. A combined maximum of 9 credits in directed study, independent study, advanced research, or advanced creative study may be used toward graduation requirements.

### *Tutorial Study*

Tutorial study provides students with a special opportunity to take an existing formal course in the curricula that is not scheduled that semester or summer session and that cannot be taken in another term without delaying a student's graduation date. Students desiring a tutorial study must have an appropriate member of the faculty agree to supervise the study on a one-on-one basis. The typical tutorial study involves readings, research, report writing, faculty conferences, and examinations. All tutorial study courses have the same course number as the existing formal catalog course.

### *Directed Study*

Directed studies allow students to explore a specialized topic not covered by existing courses in the curriculum. No prior background in the topic is required and students work under the direction of a faculty member. While no formal final product is required, students must demonstrate their knowledge and comprehension of the topic through appropriate assessments.

Directed studies may or may not count toward major or minor requirements, as determined by the department chair. All directed studies have a course number of 289.

### *Independent Study*

Independent study provides an opportunity to undertake a program of supervised reading, research, or creative work not incorporated in existing formal courses. The independent study should build on students' prior knowledge, improve competence in a major or related area of interest, and demonstrate application and analysis of learned material through completion of a formal document or creative work. A minimum GPA of 2.000 is required. All independent studies have a course number of 500.

### *Advanced Research or Advanced Creative Study*

There are two options for advanced study: advanced research and advanced creative study. These advanced study options expand on the expectations of an independent study by requiring students to critically evaluate materials in their area of study and utilize that information as a foundation for synthesis. The goal of these studies is to produce an original work that must be submitted to the supervising academic department and presented to the LVC community. It is strongly encouraged that the work is shared beyond the College for presentation or publication.

Junior or senior standing and a minimum GPA of 2.000 is required; academic departments may set a higher GPA threshold and additional prerequisites. All advanced research courses are numbered 550 and advanced creative study courses are numbered 555.

### **Special Topics Courses**

From time to time, departments may offer Special Topics courses using the following course numbers: 290–298, 390–398, 490–498, and 590. Special Topics courses are formal courses that are not listed permanently in the curricula and that are offered infrequently. These courses examine comparatively narrow subjects that may be topical or of special interest. Several different topics may be taught in one semester or academic year. A specific course title shall be used in each instance and shall be so noted on the student record.

### **Study Abroad—Center for Global Education**

Lebanon Valley College has established its own study abroad programs for students majoring in all subjects. All programs ensure a cultural immersion experience for students, with several programs, open to language majors and non-language majors, also offering a language-enhancement opportunity. These programs are located in Argentina, Australia, Canada, China, Dominican Republic, England, France, Germany, Greece, Italy, Netherlands, New Zealand, Northern Ireland, and Spain. Lebanon Valley College also offers off-campus academic internship programs in Philadelphia and Washington, D.C. Students in any major field can gain work experience in a large U.S. city while earning academic credits for the semester. More information about all short-term and semester off-campus programs may be obtained at the Center for Global Education, Allan W. Mund College Center, ext. 6076. See In-Absentia on page 19.

# UNDERGRADUATE DEPARTMENTS AND PROGRAMS

## American Studies Program

The American Studies Program is designed to heighten critical awareness and appreciation of what is distinctive about American culture. As a self-consciously interdisciplinary program, American studies is the primary site at LVC for courses dealing in women's studies, ethnic studies, cultural studies, and media studies. Its curriculum regularly touches on issues of class, gender, ethnicity, and multiculturalism. The program also has courses that critically explore the interrelationship of religion and politics in the United States, the impacts of consumerism on the American economy and culture, the distinction between "pop culture" and "high culture," and the importance of the counter-cultural movement in American art, literature, and film.

The American Studies Program draws on faculty from various disciplines and departments from throughout the College, such as religion and philosophy, history and politics, anthropology, psychology, art, English, and music. Each class is committed to engendering a culture of participation in which student input and engagement are absolutely essential to the success of the course. Also, the program is known for creating many of the most innovative and experimental courses on campus, such as the team-taught courses on violence and non-violence and on film and the American identity.

The American Studies minor can be combined with any major and can contribute to a career in teaching, publishing, law, journalism, government, consulting and research, historic preservation, museums, archiving, tourism, or a number of other professions. Many of our graduates also go on to graduate school to earn a master's degree or doctorate in American studies or a related discipline.

### *Program Requirements*

*Minor:* AMS 111; two AMS courses at the 200 level; two AMS courses at the 300 level; one additional AMS course or any of the following courses that directly pertain to the study of American society and culture: HIS 230, 330; LAW 316; MSC 201; PHL 222; POL 110, 230, 312, 316; PSY 247; REL 120; SOC 162 (18 credits).

### *Courses in American Studies*

**AMS 111. Introduction to American Studies.** 3 credits. [L1]

**AMS 112. The Rise and Decline of the American Middle Class.** 4 credits.  
[L1, QR]

**AMS 220. American Popular Culture: Production and Consumption.**  
3 credits. [L1]

**AMS 223. American Thought and Culture.** 3 credits. [L1, WP]

**AMS 225. Democracy in America.** 3 credits. [L1]

**AMS 280. Gender and Sexual Minorities in America Culture.** 3 credits. [AD]

**AMS 328. Film and the American Identity.** 4 credits. [DP]

**AMS 362. Multiculturalism and the American Identity.** 3 credits. [AD]

Please visit [www.lvc.edu/american-studies](http://www.lvc.edu/american-studies) for additional information regarding this program, including faculty and full course descriptions.

## DEPARTMENT OF ART & VISUAL CULTURE

The Department of Art & Visual Culture creates an immersive learning environment where students explore and analyze the diverse world of art. The program engages, challenges, and inspires students to approach the study of art and material culture with intellectual rigor and consequential practice. With a highly flexible interdisciplinary curriculum and a pedagogical vision that incorporates emergent technologies, we provide a transformative educational space for our students. Our courses enable students and faculty to embark on innovative projects that require high levels of experimentation, self-reflection, critical inquiry, and effective communication. In close collaboration with the Suzanne H. Arnold Art Gallery and other academic departments, the department provides the necessary professional readiness for any number of fulfilling careers in the cultural arts.

The Department of Art & Visual Culture offers a major and minor. The program specializes in museum studies & exhibition design, arts business & management, art therapy & wellness, and art restoration science. We provide a dynamic and interdisciplinary learning experience that includes high-impact projects that extend far beyond the classroom.

Situated in Clyde A. Lynch Memorial Hall, the Department of Art & Visual Culture contains classrooms and studios with digital projection systems; dedicated painting, sculpture, and design studios; private studio spaces for advanced students; a large photographic darkroom and media lab; galleries for exhibiting student work; and an art history research gallery housing works from the College collection. The nearby Gladys M. Fencil Art Building contains dedicated studios for drawing, printmaking, and ceramics, including potter's wheels, kilns, and raku equipment. An additional component of the program is the Suzanne H. Arnold Art Gallery, which hosts museum-quality exhibitions of work by innovative contemporary artists and historical masters while presenting numerous lectures and workshops throughout the year. The Suzanne H. Arnold Gallery also offers an internship and professional experience in education outreach.

## Art & Visual Culture Program

### *Program Goals*

Students completing this program will:

- Study art and material culture in an historical, intellectual, and cultural context.
- Combine theoretical and contextual inquiry with creative practice to build critical relevance.
- Develop the intellectual competence of inquiry, analysis, and critical thinking through written and oral communication.
- Develop an expansive and inclusive worldview of art and material culture that values different perspectives, identities, and concerns.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in art & visual culture.

*Major:* ART 110, 440, 460, and 20 additional credits of ART courses (32 credits).

*Transdisciplinary Specialization:* Students may receive this specialization by completing two additional courses (6 credits) outside the major that carry the transdisciplinary designation.

*Minor:* ART 110, 440, 460, and 6 additional credits of ART courses (18 credits).

### *Courses in Art & Visual Culture*

**ART 110. Creative Practice.** 4 credits.

**ART 200. Ceramics Studio.** 4 credits.

**ART 205. Drawing Studio.** 4 credits.

**ART 210. Painting Studio.** 4 credits.

**ART 215. Photo Studio.** 4 credits.

**ART 220. Print Studio.** 4 credits.

**ART 225. Sculpture Studio.** 4 credits.

**ART 230. Art Media Production.** 4 credits.

**ART 250. World Architecture.** 4 credits. [ID, IC]

**ART 260. The Photograph.** 3 credits. [L5, WP, CTW]

**ART 350. Topics in Art History and Visual Culture.** 4 credits. [WP, CTW]

**ART 355. Abstraction.** 4 credits. [L5, IME]

**ART 360. Contemporary Art.** 4 credits. [L5, IME]

**ART 365. The Cinematic.** 4 credits. [L5, WP, CTW]

**ART 370. Museology.** 3 credits. [CTW, WP]

**ART 375. Curatorial Projects.** 4 credits. [IME]

**ART 380. Color & Culture.** 4 credits. [DP, IC]

**ART 400. Internship.** 1–12 credits. [IME]

**ART 440. Directed Practice.** 4 credits. [IME]

**ART 460. Directed Research.** 4 credits. [IME]

Please visit [www.lvc.edu/art](http://www.lvc.edu/art) for additional information regarding this program, including faculty and full course descriptions.

# BIOCHEMISTRY & MOLECULAR BIOLOGY PROGRAM

The major in biochemistry & molecular biology is an interdisciplinary program, offered by the Biology and Chemistry departments that provides an opportunity for interested students to engage in a comprehensive study of the chemical basis of biological processes. It is designed to prepare students for advanced study in medical, dental, and other professional schools, for graduate programs in a variety of subjects including biochemistry, clinical chemistry, pharmacology, molecular biology, genetics, microbiology, and physiology, and for research positions in industrial, academic, and government laboratories.

## *Program Goals*

*Outcome 1—Molecular literacy.* We place a high value on the study of: 1) proteins—their chemistry and their role as enzymes, structural, recognition, and signaling molecules; 2) nucleic acids—their structures, properties, and their roles in the storage and transmission of genetic information; 3) lipids, carbohydrates, and more complex biomolecules that have a diverse array of functions; 4) the roles of biomolecules in cellular signaling, metabolism, structure, and cellular organization; and 5) the integration, interaction, and regulation of complex developmental, signaling, and metabolic pathways at the organismal level.

*Outcome 2—Critical evaluation and analytical problem-solving ability.* We believe that scientists are problem solvers. Foundational knowledge is a resource that can be applied to the analysis of the complex and unknown. The thoughtful examination of problems and phenomena generates questions; it is the answers to those questions that, in turn, reinforce and expand knowledge.

*Outcome 3—Experimental competency.* Experimentation is the key to the generation of new knowledge. Scientists propose explanations for the phenomena they observe and then rigorously prove or disprove those explanations through experimental science.

*Outcome 4—Communication proficiency.* Scientists must be thoughtful and effective communicators of knowledge. Students are challenged to be articulate, demonstrate independent thought and a scientific intellect and possess the ability to communicate effectively with their scientific peers verbally and on paper.

*Outcome 5—Technology and information conversancy.* Scientists must keep abreast of the current state of the discipline by being knowledgeable in the current primary literature and proficient in contemporary technologies.

## *Degree Requirements*

*Degree:* Bachelor of Science with a major in biochemistry & molecular biology.

*Major:* BIO 111/L, 112/L, 201/L; CHM 111, 112, 115, 116, 213, 214, 215, 216; BCMB 401/L, 421, 422, 430, 499; MAS 161; PHY 103/L, 104/L or 111/L, 112/L (51 credits); nine credits from BIO 231/L, 304/L, 305/L, 306/L, 307/L, 322/L, 323/L, 404/L and CHM 305, 306, 307, 308, 311.

### *Courses in Biology & Molecular Biology*

**BCMB 401. Molecular Biology.** 3 credits.

**BCMB 401L. Molecular Biology Laboratory.** 1 credit.

**BCMB 421. Biochemistry I.** 3 credits.

**BCMB 422. Biochemistry II.** 3 credits.

**BCMB 430. Biochemistry Laboratory.** 1 credit.

**BCMB 499. Biochemistry Seminar.** 1 credit.

Please visit [www.lvc.edu/biochemistry](http://www.lvc.edu/biochemistry) for additional information regarding this program, including faculty and full course descriptions.

## DEPARTMENT OF BIOLOGY

### Biology Program

The Department of Biology attempts to share with all LVC students the role of living organisms within the universe. We encourage students to understand how these organisms interact with each other and their environments and that they are the result of the complex interplay of ordinary chemicals, arranged according to the fundamental laws of physics and assembled in mathematically predictable ways.

The goal of the Department of Biology is to produce graduates who are well versed in the principles and techniques of biology, have the intellectual training to investigate novel concepts, have the ability to learn independently, interpret and articulate clearly their findings, possess the highest scholarly standards of the discipline, and maintain honest academic conduct.

#### *Program Goals:*

Students completing this program will:

- Understand the underlying principles of biology and possess a background in the supporting disciplines.
- Apply the scientific method in the laboratory or field.
- Retrieve information, synthesize ideas into a coherent whole, and communicate their findings.
- Be prepared for graduate, professional, and technical fields.

#### *Degree Requirements*

*Degree:* Bachelor of Science with a major in biology.

*Major:* BIO 111/L, 112/L, 201/L, 499; two courses from two of three areas and one course in the remaining area—Cellular/Molecular Biology (BIO 231/L, 291/L, 304/L, 306/L, 323/L; BCMB 401/L), Organismal Biology (BIO 221/L, 222/L, 292/L, 302/L, 305/L; a maximum of one physiology course: BIO 222/L, 293/L, 307/L, 322/L, 324/L), Population Biology (BIO 203/L, 212/L, 294/L, 312/L, 402/L) (33 credits). CHM 111, 112, 113, 114, 213, 214, 215, 216 (16 credits); PHY 103/L, 104/L or 111/L, 112/L; MAS 111, 161, or 170 (60–61 credits total).



*Minor:* BIO 111/L, 112/L; plus four additional courses in biology at 200 or higher except BIO 400 and 500. (24 total credits).

*Secondary Teacher Certification:* In addition to a major in biology, students seeking secondary certification in biology must take BIO 312/L. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section on page 69 for additional information.

### *Courses in Biology*

**BIO 103. Environmental Science.** 3 credits. [L3]

**BIO 103L. Environmental Science Laboratory.** 1 credit. [L3]

**BIO 111. General Biology I.** 3 credits. [L3]

**BIO 111L. General Biology I Laboratory.** 1 credit. [L3]

**BIO 112. General Biology II.** 3 credits. [L3]

**BIO 112L. General Biology II Laboratory.** 1 credit. [L3]

**BIO 201. Genetics.** 3 credits.

**BIO 201L. Genetics Laboratory.** 1 credit.

**BIO 203. Conservation Biology.** 3 credits.

**BIO 203L. Conservation Biology Laboratory.** 1 credit.

**BIO 212. Animal Behavior.** 3 credits.

**BIO 212L. Animal Behavior Laboratory.** 1 credit.

**BIO 221. Mammalian Anatomy.** 3 credits.

**BIO 221L. Mammalian Anatomy Laboratory.** 1 credit.

**BIO 222. Human Physiology.** 3 credits.

**BIO 222L. Human Physiology Laboratory.** 1 credit.

**BIO 223. Human Nutrition.** 3 credits.

**BIO 223L. Human Nutrition Laboratory.** 1 credit.

**BIO 231. Neurobiology.** 3 credits.

**BIO 231L. Neurobiology Laboratory.** 1 credit.

**BIO 232. Neuroanatomy of Disease.** 3 credits.

**BIO 290. Special Topics.** 1–3 credits.

**BIO 290L. Special Topics Laboratory.** 1 credit.

**BIO 291. Special Topics in Cellular/Molecular Biology.** 3 credits.

**BIO 291L. Special Topics in Cellular/Molecular Biology Laboratory.** 1 credit.

**BIO 292. Special Topics in Organismal Biology.** 3 credits.

**BIO 292L. Special Topics in Organismal Biology Laboratory.** 1 credit.

**BIO 294. Special Topics in Population Biology.** 3 credits.

**BIO 294L. Special Topics in Population Biology Laboratory.** 1 credit.

**BIO 302. Plant Diversity.** 3 credits.

**BIO 302L. Plant Diversity Laboratory.** 1 credit.

**BIO 304. Developmental Biology.** 3 credits. [WP, CTW]

**BIO 304L. Developmental Biology Laboratory.** 1 credit. [CTW]

**BIO 305. Cell and Tissue Biology.** 3 credits.

**BIO 305L. Cell and Tissue Biology Laboratory.** 1 credit.

**BIO 306. Microbiology.** 3 credits.

**BIO 306L. Microbiology Laboratory.** 1 credit.

**BIO 307. Plant Physiology.** 3 credits. [WP]  
**BIO 307L. Plant Physiology Laboratory.** 1 credit.  
**BIO 312. Ecology I.** 3 credits. [WP, CTW]  
**BIO 312L. Ecology I Laboratory.** 1 credit. [CTW]  
**BIO 322. Vertebrate Physiology.** 3 credits. [WP]  
**BIO 322L. Vertebrate Physiology Laboratory.** 1 credit.  
**BIO 323. Introduction to Immunology.** 3 credits.  
**BIO 323L. Introduction to Immunology Laboratory.** 1 credit.  
**BIO 324. Invertebrate Physiology.** 3 credits. [WP]  
**BIO 324L. Invertebrate Physiology Laboratory.** 1 credit.  
**BIO 402. Evolution.** 3 credits.  
**BIO 402L. Evolution Laboratory.** 1 credit.  
**BIO 409. Ecology II.** 3 credits.  
**BIO 409L. Ecology II Laboratory.** 1 credit.  
**BIO 499. Seminar.** 1–2 credits.  
**BIO 500. Independent Study.** 1–3 credits.  
**BIO 550. Advanced Research.** 1–3 credits. [IME]

Please visit [www.lvc.edu/biology](http://www.lvc.edu/biology) for additional information regarding this program, including faculty and full course descriptions.

## DEPARTMENT OF BUSINESS AND ECONOMICS

Lebanon Valley College is a member of and is accredited by the Accreditation Council of Business Schools and Programs (ACBSP) to offer bachelor of science degrees in accounting, business administration, and health care management, as well as the bachelor of arts degree in economics. The international business major is a multi-disciplinary program focused on global experiences, and a major in music business is also offered jointly with the Music Department.

All programs are enhanced by the Constellation LVC core required of all Lebanon Valley College students. This interdisciplinary knowledge base helps graduates prepare for their professional careers or graduate school, and for assuming leadership positions in the changing environment.

Many major courses also cover selected Constellation LVC core requirements. Students are encouraged to use their extensive free electives to enrich and enhance their overall college résumé. Students often add breadth or even double major within the department, complete a complementary major or minor, complete for-credit internships, study abroad, or study in Philadelphia or Washington, D.C. Students working closely with their academic advisor can take full advantage of these opportunities and still graduate in four years.

Students have several study abroad options with business classes conducted in English. This includes programs at the Kingston University in England; Monash University in Australia; the Umbra Institute in Perugia, Italy; and Waikato University in New Zealand. Students seeking to develop their foreign

language skills beyond the introductory level have a number of programs to choose from. Most programs are bi-lingual, mixing classes in the native language with classes taught in English. The Philadelphia and Washington, D.C., programs combine academic study and pre-professional internships. A short duration study program is available each summer in Maastricht, The Netherlands.

The College and the department are also members of the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

### *Departmental Program Goals*

Students completing programs in this department will:

- Understand the practical elements of creative decision making and problem solving.
- Demonstrate proficiency in building, leading, and supporting effective groups.
- Show mastery of leading edge technical skills required for achievement in the discipline.
- Possess a thorough appreciation for and understanding of the unique ethical issues in their discipline

## **Accounting Program**

The program in accounting consists of two tracks: an accelerated track and a traditional track:

*Accelerated Track:* This track in accounting is constructed around a 3+1 program. The first three years, including summer semesters, will offer a bachelor of science degree in accounting (minimum 120 total semester hours). This highly competitive, rigorous track will allow students to move toward meeting the requirements necessary to achieve a CPA license. Most states require 150 credit hours as a requirement for the license. The final year of this track will offer a master of business administration (MBA) degree (minimum 30 total semester hours). The MBA will provide students with an executive-focused view of business. The MBA curriculum is highly applied. This application-based approach will allow students to see how their accounting knowledge fits into the overall operation of businesses. This overall curriculum is crafted to introduce most of the concepts tested on the CPA exam, while enriching the ability for students to understand their role as a business partner. The summer between the third and fourth year will be spent completing the Becker CPA Review course in the FastPass model. These four courses are a prerequisite for admission into the MBA Program.

*Traditional Track:* This track in accounting is a traditional four-year program, offering a bachelor of science degree in accounting (minimum 120 total semester hours). This highly competitive, rigorous track will provide students coursework designed with industry and government practitioners in mind. The addition of Management Science and Organizational Behavior, and the creation of Managerial Concepts of Taxation, Internal Auditing, and Advanced Cost Accounting are designed to apply skills and knowledge used

by accounting practitioners in these two areas. The goal of this track is to allow students to move at a traditional pace, but is designed to be equally rigorous academically. Students choosing this track could continue their education and seek the CPA license

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in accounting.

*Major (Accelerated Track):* ACT 151, 251, 252, 263, 342, 359, 363, 371, 455, 472, 480; BUS 130, 170, 180, 230, 250, 285, 361, 371, 372, 380 (pending approval), 485; ECN 101, 102; MAS 111, 150, or 161 (75 credits). Students will also be expected to complete ACT 501, 502, 503, and 504 prior to continuing to the MBA Program.

*Major (Traditional Track):* ACT 151, 251, 252, 263, 363, 375, 454, 480; ACT 342 or 463; BUS 130, 170, 180, 230, 285, 350, 361, 371, 380 (pending approval), 383, 485; ECN 101, 102, 230; MAS 111, 150, or 161 (72 credits)

*Minor:* ACT 131 or 151; ACT 231 or 263; ACT 251, 252, 363; three credits of accounting electives not to include internship credit (18 credits).

### *Courses in Accounting*

**ACT 131. Financial Statement Analysis.** 3 credits.

**ACT 151. Financial Accounting.** 3 credits.

**ACT 162. Managerial Accounting.** 3 credits.

**ACT 231. Managerial Accounting.** 3 credits.

**ACT 251. Intermediate Accounting I.** 3 credits.

**ACT 252. Intermediate Accounting II.** 3 credits.

**ACT 263. Cost Accounting I.** 3 credits.

**ACT 342. Government and Non-Profit Accounting.** 3 credits.

**ACT 353. Cost Accounting.** 3 credits.

**ACT 359. Advanced Accounting.** 3 credits.

**ACT 363. Cost Accounting II.** 3 credits.

**ACT 371. Individual Income Tax.** 3 credits.

**ACT 375. Managerial Concepts of Taxation.** 3 credits.

**ACT 400. Internship.** 1–12 credits. [IME]

**ACT 454. Internal Auditing.** 3 credits.

**ACT 455. Auditing.** 3 credits.

**ACT 463. Advanced Cost Accounting.** 3 credits.

**ACT 472. Entity Taxation.** 3 credits.

**ACT 480. Accounting Information Systems.** 3 credits.

**ACT 501. CPA Review: Financial Accounting and Reporting.** 1 credit.

**ACT 502. CPA Review: Auditing and Attestation.** 1 credit.

**ACT 503. CPA Review: Regulation.** 1 credit.

**ACT 504. CPA Review: Business Environment and Concepts.** 1 credit.

## Business Administration Program

This popular program offers the bachelor of science degree in business administration. This major is designed to prepare the student for a variety of entry-level and middle-management positions in industry, government, and service organizations.

The business curriculum conforms closely to the national common body of knowledge recommended by The Association of Collegiate Business Schools and Programs (ACBSP) and provides a solid background in the fundamentals of business. Majors complete a general business curriculum that prepares them for a variety of positions. Students desiring more in-depth study in a specific area of business may select a focus area composed of optional courses. Such focus areas include human resource/labor relations, international relations, marketing and public relations, and organizational psychology.

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in business administration.

*Major:* Foundation Courses; ACT 131, 231; BUS 130, 180; ECN 101, 102; MAS 111, 150 or 161; one course from BUS 170, MAS 170, 270, or 372; Core Courses: BUS 230, 285, 340, 350, 361, 371, 376, 383, 450, 485; BUS 460 or ACT 480 (57 credits).

*Minor:* ACT 131; BUS 130, 230, 340, 371; ECN 101; BUS 285 or one 300/400 business elective not to include internship credit. (21 credits).

### *Courses in Business:*

**BUS 130. Modern Business Organizations.** 3 credits.

**BUS 160. Computer Applications.** 3 credits.

**BUS 170. Business Statistics.** 3 credits. [QR]

**BUS 180. Business Applications in Excel and Access.** 3 credits.

**BUS 215. Health Care Finance.** 3 credits.

**BUS 230. Principles of Management.** 3 credits.

**BUS 250. Professional Ethics.** 3 credits.

**BUS 275. Business in the European Union.** 3 credits.

**BUS 285. Organizational Communications.** 3 credits. [WP]

**BUS 340. Principles of Marketing.** 3 credits.

**BUS 341. Consumer & Organizational Buying Behavior.** 3 credits.

**BUS 350. Organizational Behavior.** 3 credits.

**BUS 361. Principles of Finance.** 3 credits.

**BUS 362. Investments.** 3 credits.

**BUS 371. Business Law I.** 3 credits.

**BUS 372. Business Law II.** 3 credits.

**BUS 374. Personal Selling and Sales Management.** 3 credits.

**BUS 376. International Business Management.** 3 credits.

**BUS 381. Entrepreneurship and Small Business Management.** 3 credits.

**BUS 383. Management Science.** 3 credits.

**BUS 390. Special Topics in Business Administration.** 3 credits.  
**BUS 391. Special Topics in International Business.** 3 credits.  
**BUS 399. Internship Seminar.** 1 credit.  
**BUS 400. Internship.** 1–12 credits. [IME]  
**BUS 420. Human Resource Management.** 3 credits.  
**BUS 450. Business Ethics and Social Responsibility.** 3 credits.  
**BUS 460. Management Information Systems.** 3 credits.  
**BUS 485. Strategic Management.** 3 credits. [WP]  
**BUS 487. Health Care Management.** 3 credits.

## **Economics Program**

The major in economics deals with decisions and choices made by individuals and firms and with the micro and macroeconomic consequences of those choices. Economists have a wide variety of employment opportunities in government and the private sector. The major includes courses in mathematics, politics, and economics.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in economics.

*Major:* Foundation Courses: POL 110; one of three mathematics sequences: MAS 150, 161, or MAS 161, 162, or MAS 111, 112; MAS 170, 270 or 372; ECN 101 and 102. Core Courses: ECN 201, 202, 405, and four additional elective courses in economics at the 200 level or higher, not including internship credit. (39 credits)

*Minor:* ECN 101, 102, 201, 202, and two additional courses in economics at the 200 level or higher, not including internship credit. (18 credits)

### *Courses in Economics*

**ECN 099. Essentials of Microeconomics—Academic Leveling Course.** 0 credits.  
**ECN 101. Principles of Microeconomics.** 3 credits. [L2]  
**ECN 102. Principles of Macroeconomics.** 3 credits. [L2]  
**ECN 201. Intermediate Microeconomic Analysis.** 3 credits.  
**ECN 202. Intermediate Macroeconomic Analysis.** 3 credits.  
**ECN 230. Benefit Cost Analysis.** 3 credits. [WP]  
**ECN 312. Money and Banking.** 3 credits.  
**ECN 316. Environmental Economics.** 3 credits.  
**ECN 317. Energy and Natural Resource Economics.** 3 credits.  
**ECN 321. Public Finance.** 3 credits.  
**ECN 331. International Finance.** 3 credits.  
**ECN 332. International Trade.** 3 credits. [WP]  
**ECN 333. Game Theory: Economic Applications.** 3 credits.  
**ECN 400. Internship.** 1–12 credits. [IME]  
**ECN 405. Applied Econometrics.** 3 credits.  
**ECN 410. Senior Seminar.** 3 credits. [WP]

## **Health Care Management Program**

The major in health care management is designed for people in health care fields who possess an associate degree or diploma and professional certification. These qualifications are required for admission to the program. The program combines studies in the liberal arts and management, plus business practices common to the health care industry.

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in health care management.

*Major:* Health Care Management Foundation Courses: ECN 101, 102; ACT 161, 162; one course from BUS 170, MAS 170, 270, or 372; BUS 130 (may be waived for prior work experience). Core Courses: ENG 111; SOC 324; BUS 215, 230, 285, 340, 350, 371, 420, 450 (or PHL 210), 487; 12–15 credits in sociology, psychology, or other disciplines approved by the director of professional studies (at least 6 credits in courses at the 200 level or higher). (63–66 credits total).

Admission to this degree program is open only to adults who have completed successfully an accredited diploma or associate degree program with certification by a state governmental agency or a national professional accrediting organization in the following fields: clinical medical assistant, cytotechnologist, dental hygienist, emergency medical technician, medical laboratory technician, nuclear medicine technologist, occupational therapy assistant, physical therapy assistant, radiologic technologist, registered nurse, respiratory therapist, clinical perfusionist, or surgical technician.

## **International Business Program**

The design of the international business major is to provide students with an integrated program in business, global studies, language, and immersive international experiences. The learning goals of the international business major align closely with existing programs in business administration and global studies, and will include additional goals specific to development of international competencies. Students learn to apply knowledge and skills to implement appropriate and workable solutions to complex, cross-border organizational and institutional problems using interdisciplinary perspectives independently or with others, and by examining and evaluating internal and external factors (social, cultural, economic, and political). With an understanding of cultural differences specifically in the way people from different cultures communicate meaning within the business context, international business students develop the skills of negotiating a shared purpose based on those differences.

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in international business.

*Major:* Foundation courses: ACT 131, 231; BUS 130; BUS 170 or MAS 170; GLB 101; ECN 101, 102; MAS 111, 150, or 161. Core courses: BUS 230,



340, 371, 376, 383, 391, 450, 485; BUS 400 or GLB 400 (3 credits); ECN 331, 332; POL 245, 314; SOC 240; two language courses at the 300-level or higher (6–8 credits); study abroad experience of at least four weeks' duration (72–74 credits).

Please visit [www.lvc.edu/business-economics](http://www.lvc.edu/business-economics) for additional information regarding these programs, including faculty and full course descriptions.

## **DEPARTMENT OF CHEMISTRY**

### **Chemistry Program**

Chemistry is the transformative science that underlies much of our modern technological society. Chemistry plays a leading role in discovering new sources of critically needed energy, designing and synthesizing the latest wonder drugs, solving crimes by precise chemical analyses of physical evidence, analyzing the environment for ultratrace levels of toxins, and preparing the myriad of new high-tech materials used in space exploration, transportation, communications, clothing, and even our new high-tech modes of recreation. Chemistry is everywhere and touches on almost every aspect of our daily lives.

Career opportunities in chemistry are numerous and diverse. Many students enter academic, industrial, or governmental laboratories where they find positions in research and development, analysis, or quality control. Possibilities outside the laboratory include teaching, sales, marketing, technical writing, business, and law. Many chemistry students earn doctoral degrees in chemistry or biochemistry or in the areas of medicine, dentistry, veterinary medicine, or the pharmaceutical sciences.

The Department of Chemistry is located on the upper two floors of the recently renovated Neidig-Garber Science Center. Among the major scientific equipment holdings used by students in laboratory courses and in research are a liquid chromatograph-mass spectrometer (LC-MS-MS), a superconducting nuclear magnetic resonance spectrometer (FTNMR), a MALDI-TOF mass spectrometer, a liquid scintillation counter, an infrared spectrometer (FTIR), high-performance liquid chromatographic (HPLC) systems, UV-visible spectrophotometers, a laser-Raman spectrophotometer, a gas chromatograph-mass spectrometer (GC-MS), a chemisorption analyzer, an atomic absorption spectrophotometer, and a differential scanning calorimeter. Most laboratories have computers on the bench top for data entry and analysis and for molecular modeling.

The department actively encourages students to discover the excitement and challenge of laboratory research. Research programs are conducted during the academic year and the summer. Students are paid for summer research either from college funds or from external grants that faculty receive to support their projects. The department also maintains a vibrant internship program, and actively assists students in finding opportunities in industrial or academic laboratories.

The department offers two degrees to those interested in chemistry and one for those interested in biochemistry & molecular biology. The bachelor of science in chemistry is the more demanding of the two degrees in chemistry and is certified by the American Chemical Society. This degree has a required research component and is recommended for students who wish to become practicing chemists or enroll in graduate school. Other students opt for the standard bachelor of science, majoring in chemistry.

The major in biochemistry & molecular biology is offered jointly with the Department of Biology. See page 53 for additional details.

The Department of Chemistry also participates in the 3+2 Engineering Program and directs the chemical engineering track. See Cooperative Programs on page 42 for additional details.

### *Program Goals*

Students completing this program will:

- Possess a strong foundational knowledge of modern inorganic, organic, analytical, physical, and biological chemistry.
- Be proficient in applying modern laboratory methods and technological tools to the studies of chemical systems.
- Be skilled in the methods of scientific investigation.
- Be able to think as chemists, critically evaluating scientific information and solving scientific problems.
- Be able to effectively communicate scientific information.

### *Degree Requirements*

*Degrees:* Bachelor of Science in Chemistry, Bachelor of Science with a major in chemistry.

*Majors:* (B.S. in Chemistry) CHM 111, 112, 115, 116, 213, 214, 215, 216, 222, 230, 305, 306, 307, 308, 311, 312, 321, 322, 411; BCMB 421; three credits from CHM 412–490 or BCMB 422; four credits of CHM 510; MAS 161, 162; PHY 111/L, 112/L (63–64 credits). (B.S., major in chemistry) CHM 111, 112, 115, 116, 213, 214, 215, 216, 222, 230, 305, 306, 307, 308, 311, 312, 321, 322; MAS 161, 162; PHY 111/L, 112/L; (50–51 credits).

*Minor:* CHM 111, 112 and either CHM 113, 114 or CHM 115, 116; 12 credits from CHM 213, 214, 222, 305, 306, 311, 312, 411 or BCMB 421, 422; three credits from CHM 215, 216, 230, 307, 308, 321, 322 or BCMB 430.

*Secondary Teacher Certification:* In addition to a major in chemistry, students seeking secondary certification in chemistry must take BIO 111/L, 112/L; and BCMB 421. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section on page 69 for additional information.

### *Courses in Chemistry*

- CHM 111. Principles of Chemistry I.** 3 credits. [L3]
- CHM 112. Principles of Chemistry II.** 3 credits. [L3]
- CHM 113. Introductory Laboratory I.** 1 credit. [L3]
- CHM 114. Introductory Laboratory II.** 1 credit. [L3]
- CHM 115. Techniques of Chemistry I.** 1 credit. [L3]
- CHM 116. Techniques of Chemistry II.** 1 credit. [L3]
- CHM 213. Organic Chemistry I.** 3 credits.
- CHM 214. Organic Chemistry II.** 3 credits.
- CHM 215. Organic Laboratory I.** 1 credit.
- CHM 216. Organic Laboratory II.** 1 credit.
- CHM 222. Introductory Inorganic Chemistry.** 3 credits.
- CHM 230. Inorganic Chemistry Laboratory.** 1 credit. [WP]
- CHM 305. Analytical Chemistry.** 3 credits.
- CHM 306. Instrumental Analysis.** 3 credits.
- CHM 307. Quantitative Analysis Lab.** 1 credit.
- CHM 308. Instrumental Analysis Lab.** 1 credit.
- CHM 311. Physical Chemistry I.** 3 credits.
- CHM 312. Physical Chemistry II.** 3 credits.
- CHM 321. Physical Laboratory I.** 1 credit. [WP]
- CHM 322. Physical Laboratory II.** 1 credit. [WP]
- CHM 411. Advanced Inorganic Chemistry.** 3 credits.
- CHM 412. Advanced Physical Chemistry.** 3 credits.
- CHM 414. Advanced Organic Chemistry.** 3 credits.
- CHM 510. Chemical Research.** 2–3 credits.

### *Courses in Science*

- SCI 100. Introduction to Science.** 3 credits. [L3]
- SCI 100L. Introduction to Science Laboratory.** 1 credit. [L3]

Please visit [www.lvc.edu/chemistry](http://www.lvc.edu/chemistry) for additional information regarding this program, including faculty and full course descriptions.

## DEPARTMENT OF DIGITAL COMMUNICATIONS

The digital communications major explores the interrelated elements of communication, business, design, programming, and user experience in a hands-on setting that employs human-centered design methodologies. The major fosters critical reasoning, creativity, innovation, and problem solving so that graduates have the ability to evolve as quickly as current technology.

The interdisciplinary nature of the major means that a program of study in digital communications integrates diverse methods and theories from disparate fields. After graduating with a B.S. degree in digital communications, you are prepared to enter a wide range of communications, commerce, or technology-related positions in advertising, marketing, e-commerce, public relations, information technology, journalism, graphic design, experience design, web/multimedia design and development, and programming or further study in graduate programs such as communications, digital media/arts, library science, technical writing, instructional design, industrial design, and business.

Human-centered design and usability testing provide the foundation for this curriculum. Students will study design, content creation, programming, and business in the context of designing projects, business plans, or programs that account for the interests, habits, and behaviors of real users. They will study the interdisciplinary techniques through which information is created, processed, and delivered. They will apply these theories in designing effective communications and will employ emerging technologies and usability testing strategies to create and test the projects and ideas they have developed.

In addition to the breadth provided by the core curriculum, students in digital communications will complete advanced coursework in one of six areas to form a concentration in business technology, communications, design, programming, user experience, or video. The Constellation LVC Program at the College, together with the courses in the students' concentration, will further augment the students' understanding of how information is created, processed, understood, and communicated.

### *Program Goals*

Students completing this program will:

- Create solutions to problems employing critical and creative methods
- Communicate effectively and creatively
- Evaluate how people use technology and the effectiveness of communications users
- Cooperate and collaborate effectively

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in digital communications. (57 credits).

*Major Core:* DCOM 130, 131, 150, 151, 170, 260, 261, 270, 271, 280, 281, 299, 311, 400, 410, 411.

In addition to the core, each major must complete one of the following 12-credit concentrations. With the exception of the programming concentration and subject to the approval of the advisor, one course may be taken outside of the concentration and/or department.

*Business Technology Concentration:* four courses from the following, with at least three taken at the 300-level or higher: BUS 340; DCOM 296, 311, 333, 350, 396, 462, 464, 465, 466, 496.

*Communications Concentration:* four courses from the following, with at least three taken at the 300-level or higher: DCOM 298, 340, 341, 343, 380, 382, 383, 385, 387, 398, 465.

*Design Concentration:* four courses from the following, with at least three taken at the 300-level or higher: DCOM 297, 340, 341, 343, 347, 350, 351, 352, 353, 397.

*Programming Concentration:* 12 credits in programming courses chosen in consultation with the advisor.

*User Experience:* one 300-level course from the design concentration chosen in consultation with the advisor and three courses from the following: DCOM 293, 333, 351, 393, 431; PSY 211/L. At least three courses must be taken at the 300-level or higher.

*Video:* DCOM 340, 341, 343, and one course from the following: AMS 328, ART 365, DCOM 294, 347, 394.

### *Courses in Digital Communications*

**DCOM 130. Principles of Information Design.** 3 credits.

**DCOM 131. Usability Design and Testing.** 3 credits.

**DCOM 150. Fundamentals of Design.** 3 credits.

**DCOM 151. Digital Graphic Design.** 3 credits.

**DCOM 170. Web Markup and Layout.** 3 credits.

**DCOM 260. E-Commerce.** 3 credits.

**DCOM 261. E-Business Strategy.** 3 credits.

**DCOM 270. Programming for Digital Media.** 3 credits.

**DCOM 271. Databases in Design.** 3 credits.

**DCOM 280. Technical Communications for Digital Media.** 3 credits. [WP]

**DCOM 281. Storytelling for Online Media.** 3 credits.

**DCOM 290. Special Topics.** 3 credits.

**DCOM 293. Special Topics in User Experience.** 3 credits.

**DCOM 294. Special Topics in Video.** 3 credits.

**DCOM 295. Special Topics in Design.** 3 credits.

**DCOM 296. Special Topics in Business Technology.** 3 credits.

**DCOM 297. Special Topics in Programming.** 3 credits.

**DCOM 298. Special Topics in Communications.** 3 credits.

**DCOM 299. Portfolio.** 0 credits.

**DCOM 311. Information Law and Ethics.** 3 credits. [DP, WP, CTW]

**DCOM 333. Experience Design.** 3 credits. [DP]

**DCOM 340. Videography.** 3 credits.

**DCOM 341. Editing/Post-Production.** 3 credits.  
**DCOM 343. Sound Design.** 3 credits.  
**DCOM 347. Motion Graphics.** 3 credits.  
**DCOM 350. Corporate Branding.** 3 credits.  
**DCOM 351. Prototyping.** 3 credits.  
**DCOM 352. Package Design.** 3 credits.  
**DCOM 353. Typography.** 3 credits.  
**DCOM 375. Advanced Website Design.** 3 credits.  
**DCOM 380. Advertising.** 3 credits. [DP, WP, CTW]  
**DCOM 382. Editing for Web and Mobile Communication.** 3 credits.  
 [WP, CTW]  
**DCOM 383. Public Relations.** 3 credits. [WP, CTW]  
**DCOM 385. Storytelling with Data.** 3 credits. [DP, WP, CTW]  
**DCOM 386. Video Games: History, Theory, and Social Impact.** 3 credits.  
 [DP]  
**DCOM 387. Social Media: History, Theory, and Practice.** 3 credits.  
 [WP, CTW]  
**DCOM 390. Special Topics.** 3 credits.  
**DCOM 393. Special Topics in User Experience.** 3 credits.  
**DCOM 394. Special Topics in Video.** 3 credits.  
**DCOM 395. Special Topics in Design.** 3 credits.  
**DCOM 396. Special Topics in Business Technology.** 3 credits.  
**DCOM 397. Special Topics in Programming.** 3 credits.  
**DCOM 398. Special Topics in Communications.** 3 credits.  
**DCOM 400. Internship.** 1–12 credits. [IME]  
**DCOM 410. Capstone—Project Management.** 3 credits.  
**DCOM 411. Capstone—Research and Development.** 3 credits.  
**DCOM 431. Advanced Usability.** 3 credits.  
**DCOM 462. Customer Experience Management.** 3 credits.  
**DCOM 464. Enterprise 2.0.** 3 credits.  
**DCOM 465. Internet Marketing.** 3 credits.  
**DCOM 466. Innovation.** 3 credits.  
**DCOM 493. Special Topics in User Experience.** 3 credits.  
**DCOM 494. Special Topics in Video.** 3 credits.  
**DCOM 495. Special Topics in Design.** 3 credits.  
**DCOM 496. Special Topics in Business Technology.** 3 credits.  
**DCOM 497. Special Topics in Programming.** 3 credits.  
**DCOM 498. Special Topics in Communications.** 3 credits.

Please visit [www.lvc.edu/digital-communications](http://www.lvc.edu/digital-communications) for additional information regarding this program, including faculty and full course descriptions.

## DEPARTMENT OF EDUCATION

The Lebanon Valley College Department of Education offers majors in early childhood education (ECE, PreK–grade 4) and special education (PreK–grade 8). Certification in in secondary education (grades 7–12) and grades K–12 is offered in various fields, described below.

Regardless of your certification program, you will learn how to put educational theory into practice using the latest teaching methodologies. Beginning in your freshman year and continuing through your senior year, you will observe talented teachers at work in a variety of classroom settings with all types of students. After observing classes, you will go from tutoring individuals to actually planning and teaching lessons. By your senior year you will begin practicing your profession as a full-time student teacher.

Post-baccalaureate certification is also available for those who wish to become teachers or for those already certified who want to add a secondary certification area to an existing certificate.

Certification in two or more areas of teacher preparation is possible; however, such certification requires meticulous attention to scheduling and may require additional semesters. Early childhood education majors who, as freshmen, begin to pursue ECE, or ECE/special education (PreK–grade 8) certifications, will be able to complete them within their four years of study, unless they add other elements to their studies, such as pursuing an additional minor, double majoring in content areas outside the Department of Education, studying abroad for a semester, etc. Careful and early scheduling can avoid misconceptions about such issues. Students seeking ECE/special education certification will be required to complete four semesters of overload (18 credits) in their sophomore and junior years, which carries additional tuition charges.

The Department of Education is intent on preparing well-rounded and qualified graduates who will exercise genuinely professional and personal leadership roles in the schools and communities where they will live and work.

In accord with the regulations set forth in Chapter 354 and Act 49–2 of the Pennsylvania School Code, the following criteria must be met by all candidates who seek teacher certification at Lebanon Valley College:

I. All teacher candidates must be admitted to teacher certification candidacy by a formal and clearly delineated process that is distinct from admission to the College and/or to the major.

II. Admission to teacher certification candidacy (Chapter 354) is neither automatic nor synonymous with admission to the College or to the major.

Admission to teacher certification candidacy is contingent on the completion of these criteria:

- (1) completion of a minimum of 48 college credits;
- (2) an overall GPA, after having completed 48 or more college credits, of no lower than 2.800 (preferred: GPA of 3.000 or higher);
- (3) completion of at least one English composition course;



- (4) completion of one English or American literature course;
- (5) completion of two college level mathematics courses;
- (6) passing scores on the Pre-service Academic Performance Assessment (PAPA), ETS Praxis Core, or an equivalent measure (SAT, ACT); and
- (7) completion of the Application for Admission to Teacher Certification Candidacy form, available from the major or education advisor.

IV. Those students who do not meet the above criteria may not enroll in 300-level or higher education courses (those with ECE, EDU, MED, SED, or SPE designations) and cannot be considered candidates for teacher certification until all of the above requirements have been met.

V. Students who are not formally admitted to teacher certification candidacy will not be recommended for teacher certification upon graduation.

VII. Students must have the required minimum overall GPA of 3.000 at the time of graduation in order to be eligible for recommendation by the College for teacher certification.

The Pennsylvania Act 49–2 regulations mandate that all certification students receive nine credits, or the equivalent, of instruction in special education and three credits, or the equivalent, of instruction in English as a Second Language (ESL).

## **Code of Ethics Statement**

Lebanon Valley College's Department of Education and its students are legally bound by the Pennsylvania Department of Education's *Code of Ethics*. Academic dishonesty is in direct violation of the Pennsylvania Department of Education's *Code of Ethics*. As a consequence of the state's *Code of Ethics* in addition to the College's Academic Honesty Statement, the College's Department of Education may:

- Refuse to write letters of recommendation
- Refuse to allow a student to student teach
- Refuse to authorize teacher certification

## **Title II**

In accordance with state and federal regulations, Lebanon Valley College regularly reports the aggregate student data to the Pennsylvania Department of Education. HEA—Title II 2014–2015 academic data (the last year of available data) shows the overall pass rate to be 86 percent for all reported assessment categories. This translates to 77 out of 90 LVC students passing all the required exams for certification. Many factors, such as the number of students in the program, number of tests required for licensure, the number of licensure candidates who complete all required exams before graduation, and the number of teacher certification candidates who actually take the licensure exams, affect the overall College scores.

## *Program Goals*

Students completing programs in this department will:

- Demonstrate content knowledge of the curriculum, based in theory and commensurate with the PA Standards/Common Core.
- Communicate effectively in a variety of formats.
- Maintain professional conduct and ethical behavior.
- Manage a learning environment that is safe and conducive to learning.
- Link content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.

## **Education Program**

### *Degree Requirements*

There is no major or minor in general education.

### *Courses in Education (EDU)*

**EDU 140. Educational Technology in the Modern Classroom.** 3 credits.

**EDU 240. Language, Cultural Diversity, and Academic Achievement: PreK–Grade 8.** 3 credits. [AD]

**EDU 245. Language, Cultural Diversity, and Academic Achievement: Grade 7–Grade 12.** 3 credits. [AD]

**EDU 450. Curriculum and Instruction for the Young Adolescent.** 3 credits. [WP]

## **Early Childhood Education**

The Department of Education is committed to preparing early childhood education majors who have a thorough grounding in the disciplines they will teach within the context of a strong liberal arts foundation. The program includes intensive training in the content and methodologies of all early childhood education content areas.

The field-centered component in the program requires extensive and carefully sequenced opportunities to work with teachers and children in a variety of school settings during all four years of preparation for teaching. Department of Education has established strong relationships with local public, parochial, and private schools. Depending on the course, majors spend between two and six hours per week each semester in various classrooms, observing teachers and children, aiding, tutoring, providing small-group and whole-class instruction, and completing tasks on increasingly challenging levels of involvement. Student teacher candidates spend the semester immediately preceding the student teaching semester with their assigned cooperating teachers. Seniors who meet requirements set forth by PDE spend the fall semester in full-time student teaching with cooperating teachers who have been carefully chosen for that role. Additional opportunities are provided for our students to work in preschools, child care centers, middle schools, and in classes for exceptional children.

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in early childhood education.

*Major:* ECE 110, 115, 210, 220, 230, 240, 310, 320, 330, 335, 340, 350, 360, 370, 380, 385, 410 (note: ECE 115 and 385 are not required for special education Double majors); EDU 140, 240; SPE 250, 255; two college-level mathematics courses, an English composition course, and an American or British literature course (75 credits).

*Note:* Students may graduate with the B.S. degree without completing student teaching. Students who are pursuing teacher certification must also complete 12 credit hours of ECE 440 or ECE 441/SPE 441 Student Teaching in addition to completing all requirements for the major in early childhood education.

### *Courses in Early Childhood Education*

**ECE 110. Child Development I.** 3 credits.

**ECE 115. Child Development II.** 3 credits.

**ECE 210. Family Partnerships.** 3 credits.

**ECE 220. Theory and Practices.** 3 credits.

**ECE 230. Creative Arts.** 3 credits.

**ECE 240. Literacy and Literature I.** 3 credits.

**ECE 310. Math Methods.** 3 credits.

**ECE 320. Program Design and Curriculum Development.** 3 credits.

**ECE 330. Literacy and Literature II.** 3 credits.

**ECE 335. Literacy and Literature III.** 3 credits. [WP]

**ECE 340. Teacher Researcher.** 3 credits. [WP, CTW]

**ECE 350. Child Wellness.** 3 credits.

**ECE 360. Social Studies Methods.** 3 credits.

**ECE 370. Play and Projects.** 3 credits.

**ECE 380. Science Methods.** 3 credits.

**ECE 385. Advocacy, Leadership, and Collaboration.** 3 credits.

**ECE 410. Senior Capstone.** 3 credits.

**ECE 440. ECE Student Teaching.** 12 credits. [IME]

**ECE 441. ECE Dual Major Student Teaching.** 6 credits. [IME].

## **Secondary and K–12 Teacher Certification Program**

Students pursuing secondary and K–12 teacher certification are prepared for teaching by completing an intensive program in their PDE approved departmental major(s) in conjunction with a carefully sequenced professional education component within the Department of Education. The major program and the professional education component are completed within the context of a strong foundation in the liberal arts.

Departmental majors may seek secondary certification in, biology, chemistry, citizenship education, English, mathematics, physics, and social studies. K–12 certification is available in French, German, and Spanish. K–12 certification is also available in music; please see the Music Department section on page 91 for details.

Candidates are provided with opportunities to observe and to teach in junior high, middle school, and high school settings prior to the full-time student teaching semester.

### *Degree Requirements*

There is no major in education for those interested in secondary or K–12 teaching. Students must complete the requirements in their chosen major, including any additional related courses required for certification, and the designated professional education courses.

*Degree:* Bachelor of Arts or Bachelor of Science in the chosen major. (Majors: biology, chemistry, English, French, German, history [social studies or citizenship education], mathematics, physics, politics [social studies or citizenship education], and Spanish).

*Secondary and K–12 Teacher Certification:* Students must meet all Chapter 354 and Act 49–2 requirements outlined in the beginning of this section, complete the approved program in the chosen major and 33 credits in education courses, consisting of SED 115, EDU 245 (students seeking K–12 certification may take EDU 240 instead of 245), SPE 250, 255, SED 421, 431, 440, and the appropriate content methods class SED 361, 362, 363, 364, 365, or 366. Three credits of special education content are infused in secondary education coursework. Because students who transfer to LVC may not have been exposed to this content, they may also be required to take SPE 258 in addition to the other courses listed. SED 431 must be taken in the fall or spring semester immediately preceding the student teaching semester.

### *Courses in Secondary Education*

**SED 115. Introduction to Teaching and Learning.** 3 credits.

**SED 362. Teaching of the Sciences in the Secondary Schools.** 3 credits.

**SED 363. Teaching of Social Sciences in the Secondary Schools.** 3 credits.

**SED 364. Teaching of English in the Secondary Schools.** 3 credits.

**SED 365. Teaching of Second Languages in Schools.** 3 credits.

**SED 366. Teaching of Mathematics in the Secondary Schools.** 3 credits.

**SED 421. Content Area Literacy.** 3 credits.

**SED 431. Practicum and Methods II.** 3 credits.

**SED 440. Student Teaching.** 12 credits. [IME]

## **Special Education PreK–Grade 8 Program**

The Special Education Program consists of nine courses plus three credits of infused coursework in ECE courses and, according to the Pennsylvania Department of Education's regulations, may only be taken as a dual major with PreK–Grade 4 early childhood education. Student teaching experiences are provided in two settings: one in a general education setting and the second in a special education setting. Program graduates are certified to teach in early childhood education and in special education in the PreK to 8th grade levels.

### *Degree Requirements*

*Degree:* Bachelor of Science in early childhood education. Students choosing to major in special education (PreK–8) must dual major in early childhood education (PreK–4). *Major:* SPE 250, 255, 260, 263, 266, 269, 360, 363, 366 (27 credits, plus three credits of infused special education content in required ECE coursework).

*Note:* Students may graduate with the B.S. degree without completing student teaching. Students who are pursuing teacher certification must also complete 12 credit hours of ECE 441/SPE 441 Student Teaching in addition to completing all requirements for the major in special education and early childhood education.

### *Courses in Special Education*

- SPE 250. Cognitive Development of Diverse Learners.** 3 credits. [WP]
- SPE 255. Special Education Processes and Procedures.** 3 credits.
- SPE 258. Effective Instructional and Behavioral Strategies for Students with Disabilities.** 3 credits.
- SPE 260. Evidenced Based Effective Instruction in Educating Students Identified with a High Incidence Disability.** 3 credits.
- SPE 263. Intensive Math and Content Area Intervention Approaches.** 3 credits.
- SPE 266. Evidenced Based Effective Instruction in Intervention Approaches Educating Students Identified With a Low Incidence Disability.** 3 credits.
- SPE 269. Positive Behavioral Supports—Evidence Based Behavioral Intervention and Prevention.** 3 credits.
- SPE 360. Intensive Language Arts Intervention Approaches.** 3 credits.
- SPE 363. Assessment in Special Education.** 3 credits.
- SPE 366. Collaboration and Communication—Advocacy, Leadership, and Ethical Practice.** 3 credits.
- SPE 441. ECE Special Education Student Teaching.** 6 credits. [IME]

Please visit [www.lvc.edu/education](http://www.lvc.edu/education) for additional information regarding this program, including faculty and full course descriptions.

# DEPARTMENT OF ENGLISH

## English Program

The major in English at Lebanon Valley College advances the key goals of a liberal arts education by teaching students to ask probing questions regarding a wide range of texts and to appreciate the variety of creative accomplishments in the English language. As English majors, students have the opportunity to take classes in literature, creative writing, communications, and theater. Each student creates a “Major Plan” that will enable them individually to craft the major to best accomplish their career/graduate school goals. A student might, for example, construct a major that focuses on communications and writing in order to prepare for a career in public relations. Or, a student might choose to follow a literature track in preparation for graduate school. Additionally, students can choose to focus on English secondary education, allowing them to be certified to teach English at the secondary level.

All majors learn the skills of clear, concise, and correct expression as well as effective collection, organization, and presentation of material. Such study prepares students for graduate work in their area of interest or for professional study in such fields as law and theology. Graduates of the Department of English also are prepared to work in publishing, teaching, editing, public relations, journalism, advertising, marketing, theater, business, and other professions.

**Independent Study:** Juniors and seniors with a minimum 2.000 GPA who wish to study an in-depth topic may choose to pursue an independent study. For every semester hour of credit, the student must complete at least 45 hours working on what should ultimately result in a final formal document. Students are responsible for completing the necessary application forms (available in the Registrar’s Office) and finding a professor to oversee their progress.

Students may enroll in a maximum of three credit hours per independent study in any one semester. A maximum of six credit hours in independent study may be used toward the graduation requirements.

**Departmental Honors:** English majors with a minimum 3.000 cumulative GPA and 3.500 major GPA at the beginning of their junior year may choose to apply for departmental honors in conjunction with an independent study. Details are available on the Department of English web page.

The Department of English also offers a minor in which a student might choose to focus on literature, communications, creative writing, and theater.

### *Program Goals*

Students completing this program will develop:

- Critical Thinking
  - (1) Students will demonstrate ability to analyze and interpret complex issues.
  - (2) Students will demonstrate ability to analyze context and assumptions.

- Effective Oral and Written Communication
  - (1) Students will demonstrate ability to construct a clear and effective thesis.
  - (2) Students will demonstrate ability to discern authoritative sources and utilize them effectively in their writing.
  - (3) Students will demonstrate ability to effectively convey ideas through oral communication.
- Critical Reading
  - (1) Students will demonstrate ability to comprehend complex texts and draw inferences from what they read.
  - (2) Students will demonstrate ability to analyze complex texts and synthesize the information therein.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in English.

*Major:* Gateway courses: ENG 120 and one from ENG 130, 140, 150; Theory courses: two from ENG 220, 230, 240, 250; Application courses: three from ENG 221, 222, 225, 226, 227, 228, 231, 233, 241, 251 (one of the three courses must be ENG 221, 225, or 227); Specialization courses: five from ENG 321, 322, 323, 324, 325, 330, 331, 335, 341, 392, 393, 420, 421, 422, 430, 451 (one of the five courses must be a pre-1800 literature course, including ENG 324, 325, and applicable special topics courses; two of the five courses may be taken outside of the major with advisor approval); Capstone course: one from ENG 099 and 400, ENG 450, or ENG 499. (36–39 credits).

*Major with Secondary Education concentration:* Gateway courses: ENG 120 and one from ENG 130, 140, 150; Theory courses: ENG 230 and one from ENG 220, 240, 250; Application courses: three from ENG 221, 222, 225, 226; Specialization courses: five from ENG 321, 322, 323, 324, 325, 330, 331, 335, 341, 392, 393, 420, 421, 422, 430, 451 (one of the five courses must be a pre-1800 literature course, including ENG 324, 325, and applicable special topics courses; two of the five courses may be taken outside of the major with advisor approval); 33 credits in additional required education coursework (see the Department of Education section on page 69). (69 credits).

*Minor:* Gateway courses: ENG 120 and one from ENG 130, 140, 150; Theory course: one from ENG 220, 230, 240, 250; Application courses: two from ENG 221, 222, 225, 226, 227, 228, 231, 233, 241, 251 (one of the two courses must be ENG 221, 225, or 227); Specialization courses: three from ENG 321, 322, 323, 324, 325, 330, 331, 335, 341, 392, 393, 420, 421, 422, 430, 451 (one of the three courses must be a pre-1800 literature course, including ENG 324, 325, and applicable special topics courses) (24 credits).

### *Courses in English*

**ENG 099. Internship Portfolio.** 0 credits.

**ENG 111. English Communications I.** 3 credits. [EC]

**ENG 112. English Communications II.** 3 credits. [EC]



**ENG 120. Introduction to Literature.** 3 credits. [L5, WP, CTW]  
**ENG 130. Introduction to Media in the Digital Age.** 3 credits.  
**ENG 140. Introduction to Theater.** 3 credits. [L5]  
**ENG 150. Introduction to Creative Writing.** 3 credits.  
**ENG 220. Literary Theory and Its Applications.** 3 credits. [CTW]  
**ENG 221. Survey of American Literature I.** 3 credits. [L5]  
**ENG 222. Survey of American Literature II.** 3 credits. [L5]  
**ENG 225. Survey of English Literature I.** 3 credits. [L5]  
**ENG 226. Survey of English Literature II.** 3 credits. [L5]  
**ENG 227. Survey of World Literature I.** 3 credits. [L5]  
**ENG 228. Survey of World Literature II.** 3 credits. [L5]  
**ENG 230. Elements of Writing: Grammar, Usage, Style.** 3 credits.  
**ENG 231. Journalism and News Reporting.** 3 credits. [WP]  
**ENG 233. Multimedia Narratives.** 3 credits.  
**ENG 240. Theater Production and Performance.** 3 credits.  
**ENG 241. Acting I.** 3 credits.  
**ENG 250. Creative Writing Form and Theory.** 3 credits.  
**ENG 251. Creative Writing Workshop.** 3 credits.  
**ENG 301. Acting Lab.** 1 credit.  
**ENG 321. Poetry.** 3 credits. [WP, CTW]  
**ENG 322. The Novel.** 3 credits. [WP]  
**ENG 323. Film.** 3 credits. [L5, IC]  
**ENG 324. Shakespeare I.** 3 credits. [WP]  
**ENG 325. Shakespeare II.** 3 credits. [WP]  
**ENG 330. Advanced Journalistic Writing.** 3 credits.  
**ENG 331. Persuasive Writing.** 3 credits.  
**ENG 335. Editing.** 3 credits. [WP]  
**ENG 341. Acting II.** 3 credits.  
**ENG 390. Special Topics.** 3 credits.  
**ENG 391. Special Topics in Communications.** 3 credits.  
**ENG 392. Special Topics in Literature.** 3 credits.  
**ENG 393. Special Topics in Writing.** 3 credits.  
**ENG 400. Internship.** 1–3 credits. [IME]  
**ENG 420. African-American Literature.** 3 credits. [AD, IC]  
**ENG 421. Literature by Women.** 3 credits. [AD, IC]  
**ENG 422. Post-Colonial Literature.** 3 credits. [WP, IC]  
**ENG 430. Multimedia Feature Writing.** 3 credits.  
**ENG 450. Creative Writing Portfolio.** 0 credits.  
**ENG 451. Advanced Creative Writing.** 3 credits.  
**ENG 499. Literature Capstone.** 0 credits.

Please visit [www.lvc.edu/english](http://www.lvc.edu/english) for additional information regarding this program, including faculty and full course descriptions.

## DEPARTMENT OF HISTORY, POLITICS, AND GLOBAL STUDIES

The mission of the Department of History, Politics, and Global Studies is to prepare students to live effectively in a world of complexity and difference, and to enjoy an intellectually rich life and satisfying career. We do so by challenging students to be critical thinkers, effective communicators, and proficient researchers. Students are educated in the concepts, theories, trends, and professional activity central to their major field. Our programs in history, politics, global studies, and law examine society and government as shaped by both traditions and bold transformations, with special attention to distinctive American relationships with diverse communities around the globe. We encourage students to carefully consider values, and to use those to inform their knowledge of themselves and others. Our goal is to graduate students who are ready to situate themselves in the world, transforming it while performing within it.

### History Program

By examining human behavior in the past, the study of history can help people better understand themselves and others. Students of history also learn how to gather and analyze information and present their conclusions in clear, concise language. An undergraduate degree in history or applied history prepares students for graduate study and a wide variety of careers, including law, business, government, education, museum work, and journalism.

At Lebanon Valley, we offer two majors: a traditional history major and an applied history major. Students who major in applied history choose from one of five different tracks: history and business, history and communication, history and law, history and public policy, and history and secondary education teacher certification.

Students who complete the secondary education teacher certification track in the applied history major may choose from two options: citizenship education and social studies. Citizenship education requires fewer courses than social studies, because the latter prepares students to teach more subjects. Because of that, the social studies option is more marketable, especially outside Pennsylvania.

#### *Program Goals*

Students completing this program will:

- Possess basic foundation knowledge.
- Be critical thinkers.
- Be effective communicators.
- Be proficient researchers.

#### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in history.

*Major:* HIS 150, 250, 251, 252, 253, 254, 350; three from HIS 103, 104, 105, 125, 126; HIS 400 (minimum 2 credits); HIS 460 or 499 (minimum 3 credits); two HIS electives (6 credits). 39 credits.

*Minor:* HIS 150, 250; two from HIS 103, 104, 105, 125, 126; two from HIS 251, 252, 253, 254; one HIS elective. 19 credits.

*Degree:* Bachelor of Arts with a major in applied history.

*Students choose from one of the following five tracks for the applied history major:*

*History and business track:* History major requirements plus ACT 131; BUS 130, 230, 340, 371; ECN 101; BUS 285 or one BUS 300 or 400-level course, excluding BUS 400; HIS 460 and HIS 499 (3 additional credits from the core). 63 credits. Students who complete this track may not declare a minor in business administration.

*History and communication track:* HIS 150, 250, 350, 400 (minimum 2 credits), 460, 499; ENG 130, 231; three from HIS 103, 104, 105, 125, 126; three from HIS 251, 252, 253, 254; two HIS electives (6 credits); three from ART 260, 370, BUS 285, DCOM 130 and other applicable DCOM courses approved by advisor; ENG 233, ENG 330, ENG 331, ENG 335, ENG 430. 54 credits.

*History and law track:* History major requirements plus PHL 280, POL/LAW 316; one from BUS 371, DCOM 311, HIS/LAW 215; one from BUS 450, DSP 352, DSP 356, POL 345; HIS 460 and HIS 499 (6 credits, including core requirements); LAW 400 (3 credits; taken in place of HIS 400 in the history core requirements). 55 credits. Students who complete this track may not declare a minor in law and society.

*History and public policy track:* History major requirements plus ECN 101, 102; MAS 170; POL 110, 352; two from ECN 321, PHL 210, and POL 210, 256, 312, 314, 370, 380; HIS 460 and HIS 499 (3 additional credits from the core). 63 credits.

*History and secondary education teacher certification track in citizenship education:* HIS 150, 202, 250, 251, 252, 253, 254; three from HIS 103, 104, 105, 125, 126; HIS 460 or 499 (3 credits); one HIS elective (3 credits); ECN 099 or 101; ECN 102; EDU 450; POL 110, 210, 245; POL 256, POL 352, or another class that focuses on recent Pennsylvania politics and history; 33 credits in additional required coursework (see the Department of Education section on page 69). 85 credits.

*History and secondary education teacher certification track in social studies:* history and citizenship education track requirements plus PSY 112; SOC 110, 120. 94 credits.

### *Courses in History*

**HIS 103. The Ancient World: the Dawn of Civilization to the Fall of the Han and Roman Empires.** 3 credits. [L1]

**HIS 104. The Second Age of Empires: World History from the Fall of Rome to the Mongol Invasions.** 3 credits. [L1]

**HIS 105. Formation of the Modern World.** 3 credits. [L1, IC]

**HIS 125. United States History to 1865.** 3 credits. [L1]

**HIS 126. United States History since 1865.** 3 credits. [L1]

**HIS 150. The Business of History.** 1 credit.

**HIS 202. Historical Geography.** 3 credits.  
**HIS 207. Europe in the 20th Century.** 3 credits. [L1, WP]  
**HIS 210. The History of Modern France, 1750 to the Present.** 3 credits. [L1]  
**HIS 215. Law and Government.** 3 credits. [L2, WP]  
**HIS 217. Women in Modern Europe, 1750 to the Present.** 3 credits. [L1, WP]  
**HIS 220. Colonial America: a History in Red, White, and Black.**  
 3 credits. [AD]  
**HIS 230. Electing the President.** 3 credits.  
**HIS 240. American Military History.** 3 credits. [L1]  
**HIS 241. Working-Class Studies.** 3 credits. [AD]  
**HIS 250. The Historian's Craft.** 3 credits. [WP]  
**HIS 251. Topics in Political History.** 3 credits. [WP]  
**HIS 252. Topics in Economic History.** 3 credits. [WP]  
**HIS 253. Topics in Comparative History.** 3 credits. [WP]  
**HIS 254. Topics in the History of the Americas.** 3 credits. [WP]  
**HIS 275. Modern Latin America.** 3 credits. [ID, IC]  
**HIS 301. Evolution for Everyone.** 3 credits. [DP]  
**HIS 303. Seminar on the History of South Africa.** 3 credits. [ID]  
**HIS 304. Seminar on the History of Brazil.** 3 credits. [ID]  
**HIS 305. History of Mexico.** 3 credits. [ID]  
**HIS 310. Seminar on World War I.** 3 credits. [WP]  
**HIS 312. The American Revolution.** 3 credits. [WP]  
**HIS 315. The Civil War.** 3 credits. [WP]  
**HIS 330. The Ruling Class.** 3 credits. [AD]  
**HIS 350. Introduction to Public History.** 3 credits.  
**HIS 400. Internship.** 1–12 credits. [IME]  
**HIS 460. Undergraduate Research.** 1–6 credits.  
**HIS 499. Senior Seminar in History.** 3 credits. [WP]

## **Global Studies Program**

Global studies is an interdisciplinary program challenging students to synthesize research in contemporary global politics, economics, and society with study abroad, foreign language, and global learning experiences (collaborative undergraduate research, internships, community-engaged learning, and global independent study). The Global Studies Program rests on the concept of “interconnectedness” or the ability to discern global/local connections, appreciate the commonalities humans share, and to contend with the broad array of contemporary global actors shaping and transforming the world.

Global studies majors and minors are required to participate in at least one approved non-U.S., off-campus program offered by the LVC Center for Global Education. This may include a full semester of study abroad or an approved alternative program, such as full semester-exchange programs, mini-terms (4 to 8 weeks), short-term (4 weeks), or summer programs that may or may not be led by LVC faculty. Courses taken in off-campus programs can be accepted for

credit to the major, although approval for such credit is contingent on equivalent courses in the LVC catalog. For a list of approved off-campus programs, please see the Center for Global Education section.

Majors and minors are also required to complete a community-engaged learning project in GLB 101. Students who declare the global studies major or minor after the completion of GLB 101 are required to complete a community-based project in another required course for the major.

Global studies students will be prepared for careers in college/university global education administration, non-governmental organizations, inter-governmental organizations, global corporations, international economics, governments, academia and law, journalist, and social advocacy, as well as for graduate and law school programs. Job prospects include: international student coordinator, study abroad director, diplomat, international economist, international development program analyst/activist, human rights activist, international lawyer, translator, global trade specialist, global affairs analyst, foreign service officer/analyst, social media coordinator, immigration/customs analyst/officer, Peace Corps worker, public health analyst, and sustainability/environmental researcher.

### *Program Goals*

Students completing this program will:

- Synthesize concepts from courses with skills developed in deeper learning experiences (Integration);
- Engage with global institutions, processes, and systems as well as transcend exposure by culturally engaging with others to become globally informed citizens aware of difference and inclusion (Global Learning);
- Develop and express ideas in writing and delivering purposeful oral presentation to increase global knowledge and foster an understanding of the world (Communication);
- Analyze academic texts, read unfamiliar information, and critically link concepts with issues and controversies (Critical Thinking) and;
- Know when there is a need for appropriate information and identify, evaluate, and responsibly share that information to address global problems and issues (Information Literacy).

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in international studies.

*Major:* GLB 101, 499; ECN 101, 102; ECN 331 or 332; SOC 110, 240; POL 245, 370; one course from: POL 207, 210, 275, 312, 313, 314, 392; 6 credits of language at the 300-level or higher; a study abroad experience of at least four weeks' duration; three from the following, for a minimum of 3 credits each: GLB 400, 460, 461, 501, 599, POL 380 (45 credits).

*Minor:* GLB 101; ECN 101, 102; POL 245; SOC 110, 240; 6 credits of language at the 300-level or higher; a study abroad experience of at least four weeks' duration (21 credits).

### *Courses in Global Studies*

**GLB 101. Crossing Borders Globalization.** 3 credits. [L2, IC]

**GLB 400. Internship.** 1–3 credits. [IME]

**GLB 460. Collaborative Undergraduate Research.** 1–3 credits.

**GLB 461. International Research Project.** 1 credit.

**GLB 499. Synthesizing the Global Experience.** 3 credits. [WP]

**GLB 500. Independent Study.** 1–3 credits.

**GLB 501. Independent Research Abroad.** 3 credits.

**GLB 599. Honors in Global Studies.** 0 credits.

## **Politics Program**

Students who major in politics take courses to give them a thorough understanding of the American political system, the political systems of other nations, and international politics. Required classes and experiences fall into four areas: Knowledge of the discipline, tools for effective American citizenship, tools for effective global citizenship, and the practice of politics.

A degree in politics opens the door to a wide variety of careers. Politics majors have become lawyers, high school and junior high school teachers, college professors, journalists, law enforcement officers, business people, consultants, lobbyists, and government officials. Courses in politics are an integral component of the Pre-law, Criminal Justice, and Citizenship Education and Social Studies secondary teacher certification programs.

### *Program Goals*

Students completing this program will:

- Develop critical thinking skills.
- Develop strong written and oral communication skills.
- Understand the role of politics in a diverse world.
- Develop an understanding of how political scientists practice their craft.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in politics.

*Major:* POL 200, 345, 370, 499 (12 credits); four courses from the following options, with at least one at the 300-level or higher: POL 110, 256, 352, 391, either 101 or 230, one of LAW 215, 316, or 499, or an approved course in U.S. politics taken abroad (12 credits); four courses from one of the following options, with at least one at the 300-level or higher: ECN 102, POL 207, 210, 245, 392, one of POL 312, 313, or 314, or either POL 275 or an approved course in non-U.S. politics taken abroad (12 credits); and three distinct immersive experiences from the following: POL 380, POL 400 or LAW 400 (3 credits), POL 460 (3 credits), POL 599 (6 credits), a study abroad experience of at least four weeks' duration, and a conference presentation (6–12 credits). Students may count up to two distinct internships (minimum 3 credits each), and up to two distinct study-abroad experiences (of a minimum four weeks' duration each), toward this requirement. (42–48 total credits).

*Minor:* POL 200; two courses from the following options: POL 110, 256, 345, 352, 391, either 101 or 230, or one of LAW 215, 316, or 499 (6 credits); two courses from one of the following options: POL 207, 210, 245, 392, 499, one of POL 312, 313, or 314, or either POL 275 or an approved course in non-U.S. politics taken abroad (6 credits); one additional course from the above options (3 credits); and one experience from the following: POL 380, POL or LAW 400 (3 credits), POL 460 (3 credits), POL 500 (6 credits), a study abroad experience of at least four weeks' duration, and a conference presentation (18–24 total credits).

### *Courses in Politics*

- POL 101. Controversies in Contemporary Politics.** 3 credits. [L2]
- POL 110. The Architecture of American Power.** 3 credits. [L2]
- POL 200. The Discipline of Political Science.** 3 credits.
- POL 207. Europe in the 20th Century.** 3 credits. [L1, WP]
- POL 210. Comparative Politics.** 3 credits. [ID]
- POL 230. Electing the President.** 3 credits.
- POL 245. Conceptions of Global Power and World Politics.** 3 credits.  
[WP, CTW]
- POL 256. Political Behavior.** 3 credits.
- POL 275. Understanding Human Rights.** 3 credits.
- POL 312. American Foreign Policy.** 3 credits. [WP, CTW]
- POL 313. Contemporary Global Security.** 3 credits. [WP, CTW]
- POL 314. Global Politics of Wealth and Poverty.** 3 credits. [WP, CTW]
- POL 316. Civil Liberties and Civil Rights.** 3 credits. [AD, WP]
- POL 345. The Philosophical Foundations of Politics.** 3 credits. [WP]
- POL 352. Public Administration and the Crafting of Policy.** 3 credits. [L2]
- POL 370. Conduct of Political Inquiry.** 3 credits. [QR]
- POL 380. EU Simulation.** 3 credits. [DP]
- POL 391. Special Topics in U.S. Politics.** 3 credits.
- POL 392. Special Topics in Global Politics.** 3 credits.
- POL 400. Internship.** 1–12 credits. [IME]
- POL 450. Politics Conference Presentation.** 0 credits.
- POL 460. Undergraduate Research.** 1–6 credits.
- POL 499. Seminar in Politics.** 3 credits. [WP]
- POL 599. Honors in Politics.** 0 credits

## **Law and Society Program**

The department offers a law and society minor that can be taken alongside any major at LVC. The minor is an interdisciplinary program that introduces students to the American legal system through a study of the United States Constitution and its normative and political context. The program is expected to be of particular use to those students who intend to apply to law school. An internship and a capstone seminar in legal foundations are required for this minor.



*Minor:* PHL 280, LAW/POL 316, LAW 400 (3 credits), LAW 499/PHL 417; one course from LAW/HIS 215, BUS 371, DCOM 311; one course from PHL/POL 345, DSP 352, DSP 356, BUS 450 (18 credits).

*Courses in Law:*

**LAW 215. Law and Government.** 3 credits. [L2, WP]

**LAW 316. Civil Liberties and Civil Rights.** 3 credits. [AD, WP]

**LAW 400. Internship.** 1–12 credits. [IME]

**LAW 499. Seminar in Law.** 3 credits. [WP]

**LAW 500. Independent Study.** 1–3 credits.

Please visit [www.lvc.edu/history-politics-globalstudies](http://www.lvc.edu/history-politics-globalstudies) for additional information regarding these programs, including faculty and full course descriptions.

## DEPARTMENT OF LANGUAGES

The Department of Languages endeavors to produce graduates who are prepared to engage the diverse, multicultural, and multilingual world by fostering the study of languages and improving cross-cultural competency among students. The Department of Languages prepares its majors for a career in a variety of fields: teaching, diplomatic and government service, world trade, business, and social service. For many of these careers students combine the study of a language with a major in another discipline.

The department encourages students to take advantage of the College's opportunities for travel and study, particularly Lebanon Valley College programs in Berlin and Würzburg, Germany; Montpellier, France; Valladolid, Spain; Santiago and Santo Domingo, Dominican Republic; Buenos Aires, Argentina; and Perugia, Italy.

The Department of Languages offers the major in French, German, and Spanish; secondary teacher certification in French, German, and Spanish; and a minor in French, German, and Spanish.

### *Program Goals*

Students completing this program will:

- Communicate effectively through proficiency in speaking, reading, comprehension, and writing.
- Demonstrate cultural proficiency and by establishing connections between cultures and through exposure to speakers and literature of the language under study.
- Are prepared to use the language for graduate study or professional work.

### **Teacher Certification**

In addition to majoring in a language, students seeking certification to teach a language must take and complete 33 credits in additional required coursework. See the Department of Education section on page 69 for additional information.

## French Program

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in French.

*Major:* FRN 280, 480, and 28 additional credits in French at the 300-level and higher (33 credits). At least 17 credits must be obtained at LVC and at least 8 credits at the 300-level or higher must be completed in a French-speaking country.

*Minor:* FRN 280 and 16 additional credits in French at the 200-level and higher (20 credits).

Our program in Montpellier, France, is designed for students with varying abilities in French. This program is located at the University of Montpellier in southern France near the Mediterranean Sea. Students are placed in courses at a level appropriate to their skills. All courses are in French.

### *Courses in French*

**FRN 101. Elementary French I.** 3 credits. [LA]

**FRN 102. Language and Culture in the French-Speaking World—Elementary Level II.** 4 credits. [LA, LAC]

**FRN 200. Language and Culture in the French-Speaking World—Intermediate Level.** 4 credits. [LA, LAC]

**FRN 280. Language and Culture in the French-Speaking World—Advanced Level.** 4 credits. [LA, LAC]

**FRN 350. French Culture and Civilization.** 4 credits. [LAC]

**FRN 360. Francophone Cultures and Civilizations.** 4 credits. [ID, LAC]

**FRN 375. French and Francophone Film.** 4 credits. [DP, LAC]

**FRN 380. Global Issues in French and Francophone Societies.** 4 credits. [DP, LAC]

**FRN 405. Readings in French and Francophone Literature.** 4 credits. [L5, WP, LAC]

**FRN 480. Capstone Senior Seminar in French.** 1 credit. [WP]

## German Program

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in German.

*Major:* GMN 280, 480, and 28 additional credits in German at the 300-level and higher (33 credits). At least 17 credits must be obtained at LVC and at least 8 credits at the 300-level or higher must be completed in a German-speaking country.

*Minor:* GMN 280 and 16 additional credits in German at the 200-level and higher (20 credits).

Our program in Berlin, Germany, allows students to complete 8 credits of intermediate or advanced German in one semester. Students also enroll in courses in German civilization taught in English. The program in Würzburg is an intensive, one-month summer program for 4 credits. Students must have completed the intermediate level as all instruction is in German.

### *Courses in German*

- GMN 101. Elementary German I.** 3 credits. [LA]  
**GMN 102. Language and Culture in the German-Speaking World—Elementary Level II.** 4 credits. [LA, LAC]  
**GMN 200. Language and Culture in the German-Speaking World—Intermediate Level.** 4 credits. [LA, LAC]  
**GMN 280. Language and Culture in the German-Speaking World—Advanced Level.** 4 credits. [LA, LAC]  
**GMN 305. Summer Study in Germany.** 4 credits. [ID]  
**GMN 345. Introduction to German Linguistics.** 4 credits. [LAC]  
**GMN 350. German Culture and Civilization.** 4 credits. [LAC]  
**GMN 375. German-Language Film.** 4 credits. [DP, LAC]  
**GMN 380. Global Issues in German-Speaking Societies.** 4 credits. [DP, LAC]  
**GMN 410. Readings in German.** 4 credits. [L5, WP, LAC]  
**GMN 440. German in Pennsylvania.** 4 credits. [L5, WP, LAC]  
**GMN 460. Genres in German Literature.** 4 credits. [L5, WP, LAC]  
**GMN 480. Capstone Senior Seminar in German.** 1 credit. [WP]

## **Spanish Program**

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in Spanish.

*Major:* 39 credits in Spanish at the 300-level or higher. The 39 credits must include SPA 300 or 311, 310, and 480. At least 20 credits must be obtained at LVC and at least 12 credits at the 300-level or higher must be completed in a Spanish-speaking country. Prior to graduation, all students must take the Oral Proficiency Interview, a standardized, oral test that measures how well a person speaks a language.

*Minor:* 20 credits in Spanish at the 200-level or higher, including at least one of the following: SPA 300, 310, or 311. At least 8 credits must be completed at LVC.

Our program in Spain is located in Valladolid, capital of the state of Castile-León. Students take courses at the advanced level in Spanish language, history, civilization, economics, and art at the Universitas Castellae, a private institute specializing in teaching university students from other countries. In Argentina, our program is offered in cooperation with the Fundación José Ortega y Gasset in Buenos Aires, which provides Spanish language courses at the beginning, intermediate, and advanced levels. Students may also enroll here in courses taught in English. LVC has three program tracks in the Dominican Republic. In Santo Domingo, students are offered coursework in language, politics, regional literature, and art, as well as rural work retreats. In Santiago, students can choose between a coursework-only track with studies of the language, politics, literature, and art, or the competitive service learning track, which challenges students to a uniquely immersive and rewarding intercultural experience. All three tracks offer field work and a variety of cultural activities and excursions.

### *Courses in Spanish*

**SPA 101. Elementary Spanish I.** 3 credits. [LA]

**SPA 102. Language and Culture in the Spanish-Speaking World—  
Elementary Level II.** 4 credits. [LA, LAC]

**SPA 201. Language and Culture in the Spanish-speaking World—  
Intermediate Level I.** 4 credits. [LA, LAC]

**SPA 202. Language and Culture in the Spanish-Speaking World—  
Intermediate Level II.** 4 credits. [LA, LAC]

**SPA 300. Advanced Spanish: Oral Communication.** 4 credits. [LAC]

**SPA 310. Advanced Spanish: Written Communication.** 4 credits. [WP, LAC]

**SPA 311. Spanish for Heritage Speakers.** 4 credits. [LAC, AD]

**SPA 330. Literatures in Spanish.** 4 credits. [L5, LAC]

**SPA 345. Introduction to Spanish Linguistics.** 4 credits.

**SPA 355. Cultural Studies.** 4 credits. [LAC]

**SPA 365. Global Hot Topics.** 4 credits. [LAC]

**SPA 385. Latinos in the United States.** 4 credits. [AD, WP, LAC]

**SPA 480. Capstone Senior Seminar in Spanish.** 4 credits. [L5, WP, LAC]

### **Classical Languages**

Classical Greek, Latin, and Sanskrit are also offered through the Department of Religion and Philosophy.

Please visit [www.lvc.edu/languages](http://www.lvc.edu/languages) for additional information regarding these programs, including faculty and full course descriptions.

## **DEPARTMENT OF MATHEMATICAL SCIENCES**

The Lebanon Valley College Department of Mathematical Sciences has long offered a rigorous Mathematics Program within the context of a liberal arts education. The increasing national need for mathematically prepared individuals makes our program even more attractive today. Actuaries, computer programmers, mathematics and computer science teachers, operations research analysts, and statisticians are in high and continuing demand. In addition, the mental discipline and problem solving abilities developed in the study of mathematics are excellent preparation for numerous and varied areas of work and study.

The department offers majors in actuarial science, analytical finance, computer & data science, and mathematics; secondary teaching certification in mathematics; and minors in mathematics and computer & data science.

Departmental graduates have earned doctorates in economics, physics, statistics, and computer science as well as mathematics. Other graduates have completed law school. Many graduates have earned the designation of Fellow of the Society of Actuaries or of the Casualty Actuarial Society.

Department of Mathematical Sciences majors are active in student government, athletics, musical organizations, and other activities. There is an active Math Club that annually sponsors a Quiz Bowl for local high school students and a Math Olympics for fifth graders.

The department also directs the computer engineering track in the 3+2 Engineering Program. See Cooperative Programs on page 42 for additional details.

### *Program Goals*

Students completing programs in this department should be able to:

- Read with precision for understanding.
- Explore and analyze a problem.
- Synthesize a solution to a problem.
- Produce clear, precise writing to create a logically sound line of reasoning.

## **Mathematics Program**

The mathematics major is the cornerstone of the program in the Department of Mathematical Sciences. Each faculty member in the department has a doctorate in some area of mathematics. Operations research analyst, manager business analysis, computer analyst, and secondary school teacher are job descriptions of some recent graduates. Other graduates have chosen to use mathematics as preparation for graduate school in areas such as economics, management, operations research, and statistics, as well as mathematics.

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in mathematics.

*Major:* MAS 099, MAS 111, 112, 113, 114, 202, 222, 251, 261, plus five MAS courses numbered 200 or higher, including at most one of MAS 266, 270 or ASC 385; at least four of MAS 311, 322, 325, 335, 371, 372, 390; and at least one of MAS 311 or 322. A 400-level ASC course may substitute for 335 and ASC 385 may substitute for MAS 266 or MAS 270 (37 credits).

Mathematics majors are advised to take at least one computer science course or have equivalent experience.

*Minor:* MAS 161 and 162 or MAS 111 and 112; MAS 222, and either MAS 251 or 202; three courses from CDS 142 or MAS courses numbered 200 or higher. One ASC course may be substituted for one of the elective 200 or higher level math courses. (21 credits).

*Secondary Teacher Certification:* Students seeking secondary certification in mathematics must complete: a mathematics major including MAS 270 or MAS 372; MAS 322, 325; and CDS 142. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section on page 69 for additional information.

Note: At the discretion of the department, the requirement of MAS 111 and/or 112 may be waived for students who enter the major with credit for MAS 161 and 162. Such students will still take MAS113 and 114.

### *Courses in Mathematics*

- MAS 099. Presentation Attendance.** 0 credits.
- MAS 100. Concepts of Mathematics.** 3 credits. [L4, QR]
- MAS 102. Pre-Calculus.** 3 credits.
- MAS 111. Analysis I.** 4 credits. [L4, QR]
- MAS 112. Analysis II.** 4 credits. [L4, QR]
- MAS 113. Introduction to Mathematical Thinking I.** 1 credit.
- MAS 114. Introduction to Mathematical Thinking II.** 1 credit.
- MAS 150. Finite Mathematics.** 3 credits. [L4, QR]
- MAS 161. Calculus I.** 3 credits. [L4, QR]
- MAS 162. Calculus II.** 3 credits. [L4, QR]
- MAS 170. Elementary Statistics.** 3 credits. [L4, QR]
- MAS 202. Foundations of Mathematics.** 3 credits.
- MAS 222. Linear Algebra.** 3 credits.
- MAS 251. Discrete Mathematics.** 3 credits.
- MAS 261. Calculus III.** 3 credits.
- MAS 266. Differential Equations.** 3 credits.
- MAS 270. Intermediate Statistics.** 3 credits. [L4, QR]
- MAS 311. Real Analysis.** 3 credits.
- MAS 322. Abstract Algebra.** 3 credits.
- MAS 325. Geometry.** 3 credits.
- MAS 335. Operations Research.** 3 credits.
- MAS 371. Mathematical Probability.** 3 credits.
- MAS 372. Mathematical Statistics.** 3 credits.
- MAS 390. Special Topics.** 3 credits.
- MAS 500. Independent Study.** 1–3 credits.

## **Actuarial Science Program**

Actuaries are business professionals who use expertise in mathematics, economics, finance, and management to define, analyze, and solve financial and social problems. Actuaries are employed by insurance companies, consulting firms, pension/benefit consulting firms, large corporations, and federal and state government agencies. Actuarial credentials, which are earned after obtaining a bachelor's degree, result from completing the rigorous education and examination program administered by either the Casualty Actuarial Society or the Society of Actuaries.

The Actuarial Science Program at Lebanon Valley College is among the best in the nation. We started the major more than 40 years ago and include among our graduates 70 Fellows and 43 Associates of the actuarial societies, as well as more than two dozen enrolled actuaries. The program is led by Professor Patrick Brewer.

The College's actuarial curriculum is continuously updated so that it covers the material on the first four examinations of the actuarial societies' education programs.

The rigorous standards of the program, including the required passing of at least one actuarial examination, has resulted in a nearly 100 percent job offer rate for Lebanon Valley College actuarial science graduates in professional actuarial positions.

An Actuarial Science Certificate is also offered. This cohort-based program consists of six courses from the actuarial science major offered in a fully online format to people who have undergraduate degrees. To earn the certificate, a student must successfully complete the six courses listed below as well as pass the Society of Actuaries' Exam P or Exam FM.

### *Degree Requirements*

*Degree:* Bachelor of Science degree with a major in actuarial science.

*Major:* ASC 281, 385, and two from 386, 472, 481, 482; CDS 142; MAS 111, 112, 113, 114, 202, 261, 371, 372; ECN 101, 102; ACT 131 or 151 (49 credits). The Course P/Part 1 or Course FM/Part 2 examination of the Society of Actuaries/Casualty Actuarial Society must be passed before senior standing is reached.

*Certificate:* Actuarial Science Certificate.

*Requirements:* MAS 111, 112, 261; ASC 281, 385; CSC 220; passing score on the Society of Actuaries' Exam P or Exam FM (18 credits).

### *Courses in Actuarial Science*

**ASC 281. Probability for Risk Management.** 3 credits.

**ASC 385. Mathematics of Finance I.** 3 credits.

**ASC 386. Mathematics of Finance II.** 3 credits.

**ASC 472. Loss Distributions and Credibility Theory.** 3 credits.

**ASC 481. Actuarial Mathematics I.** 3 credits.

**ASC 482. Actuarial Mathematics II.** 3 credits.

## **Analytical Finance Program**

Finance is about acquiring and managing money. The wide variety of contexts and scales of those two functions lead naturally to many different types of careers. For example, our graduates have been employed by the Hershey Company (corporate finance), Unilever (sales analytics), and CFA (consulting).

Our Analytical Finance Program is part of the Department of Mathematical Sciences. Throughout the major, we focus on developing our students' skills at analysis, modeling, and communication. They learn to extract technical information, master it, and then explain it to a non-expert. Our emphasis on the learning process prepares students to confidently tackle new problems that may not have existed while they were in school.

Mathematical sciences comprises more than 10 percent of the student body, so finance majors at LVC are part of a large, supportive community of faculty and peers interested in mathematical and financial disciplines.



### *Degree Requirements*

*Degree:* Bachelor of Science with a major in analytical finance.

*Major:* ACT 151; ACT 231 or 263; ASC 385, 386; CDS 142; ECN 101, 102; FIN 283, 381, 382; MAS 111, 112, 113, 114, 202, 261, 371, 372 (52 credits).

### *Courses in Analytical Finance*

**FIN 283. Financial Instruments.** 3 credits.

**FIN 381. Corporate Finance.** 3 credits.

**FIN 382. Financial Modeling.** 3 credits

## **Computer & Data Science Program**

Modern software development is increasingly influenced by two things:

- Applications are increasingly distributed, exploiting networks and other facilities to spread work over many machines.
- The use of data—its collection, organization, and analysis—has become the focal point of modern software.

The Computer & Data Science Program seeks to prepare graduates to enter the field of software development. In our curriculum,

- We start with a focus on data, and the ways computing systems create, manage, and analyze that data.
- We maintain our tradition of a strong core preparation in computer programming, using modern languages and tools.
- We integrate current approaches to parallel computing and distributed systems into the curriculum. Students design, implement, and deploy distributed services as part of their coursework.
- We apply a foundational study of math and statistics to programming and data analytics.
- We incorporate into the major program a variety of professional experiences, such as research projects and internships, focused on preparing students to enter their careers the moment they walk off campus.

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in computer & data science.

*Major:* CDS 121, 142, 180, 241, 242, 280, 341, 361, 499; one additional lab from CDS 180, 281, 285, 385; MAS 111, 112, 113, 114, 222, 270; Three additional CDS courses (9 credits) at the 300 level or higher (46 credits).

*Minor:* CDS 121, 142, 180, 241, 242, 280; MAS 111 or 161; MAS 162 or 270 (20–21 credits).

### *Courses in Computer & Data Science*

**CDS 121. Data.** 3 credits.

**CDS 142. Programming I.** 3 credits.

**CDS 180. Language Lab.** 1 credit.

**CDS 241. Programming II.** 3 credits.

**CDS 242. Algorithms and Data Structures.** 3 credits.  
**CDS 280. Introductory Data Analysis Lab.** 1 credit.  
**CDS 281. Software Processes.** 1 credit.  
**CDS 285. Computational Problem Solving I.** 1 credit.  
**CDS 341. Machine Learning and Data Analytics I.** 3 credits.  
**CDS 342. Machine Learning and Data Analytics II.** 3 credits.  
**CDS 361. Concurrent and Parallel Programming.** 3 credits.  
**CDS 362. Distributed Systems.** 3 credits.  
**CDS 385. Computational Problem Solving II.** 1 credit.  
**CDS 441. Operating Systems.** 3 credits.  
**CDS 442. Networks.** 3 credits.  
**CDS 448. Databases.** 3 credits.  
**CDS 452. Artificial Intelligence.** 3 credits.  
**CDS 499. Professional Experience.** 0 credits.

Please visit [www.lvc.edu/mathematics](http://www.lvc.edu/mathematics) for additional information regarding these programs, including faculty and full course descriptions.

## DEPARTMENT OF MUSIC

Students in the Department of Music major in one of four areas: music, music business, music education, or audio and music production. Each student in the B.A. (MUS or MBS), B.M. (AMP), or B.S. (MED) programs is required to take a core of courses in music theory and music history. Each student also completes additional course work particular to his or her area of interest.

Music majors will exhibit proficiency at the piano and in voice. To achieve these proficiencies, students take MSC 150, 151, 152, and 153, and/or 160. Precise requirements for the proficiencies and the recital attendance requirement are found in the Department of Music Student Handbook, and in the Courses In Music section of this catalog. Music majors (except music business students) will be in at least one major ensemble (identified as Marching Band, Symphonic Band, College Choir, Concert Choir, or Symphony Orchestra) each fall and spring semester. All students may earn up to 12 credits for ensemble participation. They will enroll in private study on their principal instrument/voice during each fall and spring semester.

### *Program Goals*

Students completing programs in this department will:

- Be effective performers.
- Achieve proficiency in musical literacy.
- Apply knowledge of musical concepts by creating music.
- Demonstrate achievement of professional competence in their area of specialization.

## Music Program

Students registered for private instruction in the department are not permitted to study in that instructional area on a private basis with another instructor, on or off campus, at the same time.

### *Degree Requirements*

The bachelor of arts in music (B.A.) is designed for those students preparing for a career in music with a strong liberal arts background. Concentrations identified in the Department of Music Student Handbook include: piano, organ, voice, instrumental, sacred music, jazz studies, theory, or composition.

*Degree:* Bachelor of Arts with a major in music.

*Major:* MSC 099 (8 semesters), 115, 116, 117, 118, 215, 216, 217, 241, 242, 246; 8 semesters of individual instruction (MUI); 8 semesters of 100-level music ensemble (MUE); piano and voice proficiency, as noted previously; one of the following concentrations: Piano concentration: MSC 306, 316, 406 and 450; Voice concentration: MSC 233, 326 and 327; Organ concentration: MSC 316, 351, and 352; Instrumental concentration: MSC 345, 403, 405 and 416; Sacred Music concentration: MSC 347, 351 or MED 334, and 422; Jazz Studies concentration: MSC 201, 218, 416 and at least three semesters of MUI 160–164 or 260–264; Theory concentration: MSC 315, 329, 416, and MUI 170 or 270 (at least the final semester); Composition concentration: MSC 130 (2 credits), 315, 329, 416, and two semesters of MUI 171 or 271.

*Minor:* MSC 099 (two semesters), 101, and three music literature courses from among the following: MSC 100, 201, 202, 241, 242, 343, or MBS 203. Minors also take Individual Instruction (MUI) courses for four semesters and must participate in any music ensemble (MUE) for four semesters.

### *Student Recitals*

Student recitals are of inestimable value to all music students in acquainting them with a wide range of significant music literature, and in developing musical taste and discrimination. Performing in a recital provides the experience of appearing before an audience, and helps to develop self-reliance and confident stage demeanor. Students at all levels of performance ability appear on regularly scheduled student recitals depending on their performance readiness, and in consultation with the private teacher.

### *Courses in Music*

**MSC 099. Recital Attendance.** 0 credits.

**MSC 100. Introduction to Music.** 3 credits. [L5]

**MSC 101. Fundamentals of Music.** 3 credits. [L5]

**MSC 111. Class Guitar for Beginners.** 1 credit.

**MSC 115. Music Theory I.** 2 credits.

**MSC 116. Music Theory II.** 2 credits.

**MSC 117. Aural Theory I.** 2 credits.

**MSC 118. Aural Theory II.** 2 credits.

**MSC 130. Music Composition Workshop.** 1 credit.  
**MSC 150. Class Piano Instruction I.** 1 credit.  
**MSC 151. Class Piano Instruction II.** 1 credit.  
**MSC 152. Class Piano Instruction III.** 1 credit.  
**MSC 153. Class Piano Instruction IV.** 1 credit.  
**MSC 160. Class Voice Instruction.** 1 credit.  
**MSC 201. Music of the United States.** 3 credits. [AD, WP, CTW]  
**MSC 202. World Musics.** 3 credits. [ID, IC]  
**MSC 203. All That Jazz: Performance Survey of American Musical Theatre Literature.** 3 credits. [AD]  
**MSC 215. Music Theory III.** 2 credits.  
**MSC 216. Music Theory IV.** 2 credits.  
**MSC 217. Aural Theory III.** 2 credits.  
**MSC 218. Jazz Theory.** 2 credits.  
**MSC 233. Diction.** 2 credits.  
**MSC 241. History and Literature of Music I.** 3 credits.  
**MSC 242. History and Literature of Music II.** 3 credits. [L5]  
**MSC 246. Principles of Conducting.** 2 credits.  
**MSC 306. Piano Literature.** 2 credits.  
**MSC 315. Counterpoint.** 2 credits.  
**MSC 316. Keyboard Harmony.** 2 credits.  
**MSC 326. Vocal Literature.** 2 credits.  
**MSC 327. Vocal Pedagogy.** 2 credits.  
**MSC 329. Advanced Form and Analysis.** 2 credits.  
**MSC 343. 20th Century Music.** 3 credits. [L5, WP]  
**MSC 345. Advanced Instrumental Conducting.** 2 credits.  
**MSC 347. Advanced Choral Conducting.** 2 credits.  
**MSC 351. Organ Literature.** 2 credits.  
**MSC 352. Organ Pedagogy.** 2 credits.  
**MSC 403. Instrumental Pedagogy.** 2 credits.  
**MSC 405. Instrumental Literature.** 2 credits.  
**MSC 406. Piano Pedagogy.** 2 credits.  
**MSC 416. Orchestration.** 2 credits.  
**MSC 422. Church Music Methods and Administration.** 3 credits.  
**MSC 450. Accompanying.** 1–2 credits.

### *Courses in Music Ensemble*

**MUE 101. Marching Band.** 1 credit.  
**MUE 102. Symphonic Band.** 1 credit.  
**MUE 103. Symphony Orchestra.** 1 credit.  
**MUE 104. Concert Choir.** 1 credit.  
**MUE 106. College Choir.** 1 credit.  
**MUE 209. Chamber Choir.** 1/2 credit.  
**MUE 210. Clarinet Choir.** 1/2 credit.  
**MUE 211. Flute Ensemble.** 1/2 credit.

**MUE 212. Saxophone Ensemble.** 1/2 credit.  
**MUE 213. Woodwind Quintet.** 1/2 credit.  
**MUE 214. Low Brass Ensemble.** 1/2 credit.  
**MUE 215. Trumpet Ensemble.** 1/2 credit.  
**MUE 216. Percussion Ensemble.** 1/2 credit.  
**MUE 220. String Ensemble.** 1/2 credit.  
**MUE 225. Jazz Band.** 1/2 credit.  
**MUE 226. Small Jazz Ensemble.** 1/2 credit.  
**MUE 230. Guitar Ensemble.** 1/2 credit.  
**MUE 231. Brass Quintet.** 1/2 credit.  
**MUE 235. Handbell Choir.** 1/2 credit.  
**MUE 236. New Music Ensemble.** 1/2 credit.

*Courses in Music Instruction*

**MUI 110. Individual Instruction: Piano.** 1 credit.  
**MUI 111. Individual Instruction: Organ.** 1 credit.  
**MUI 121. Individual Instruction: Voice.** 1 credit.  
**MUI 130. Individual Instruction: Trumpet.** 1 credit.  
**MUI 131. Individual Instruction: French Horn.** 1 credit.  
**MUI 132. Individual Instruction: Trombone.** 1 credit.  
**MUI 133. Individual Instruction: Euphonium.** 1 credit.  
**MUI 134. Individual Instruction: Tuba.** 1 credit.  
**MUI 140. Individual Instruction: Flute.** 1 credit.  
**MUI 141. Individual Instruction: Oboe.** 1 credit.  
**MUI 142. Individual Instruction: Bassoon.** 1 credit.  
**MUI 143. Individual Instruction: Clarinet.** 1 credit.  
**MUI 144. Individual Instruction: Saxophone.** 1 credit.  
**MUI 150. Individual Instruction: Violin.** 1 credit.  
**MUI 151. Individual Instruction: Viola.** 1 credit.  
**MUI 152. Individual Instruction: Cello.** 1 credit.  
**MUI 153. Individual Instruction: Bass.** 1 credit.  
**MUI 154. Individual Instruction: Guitar.** 1 credit.  
**MUI 155. Individual Instruction: Percussion.** 1 credit.  
**MUI 160. Individual Instruction: Jazz Studies Guitar.** 1 credit.  
**MUI 161. Individual Instruction: Jazz Studies Percussion.** 1 credit.  
**MUI 162. Individual Instruction: Jazz Studies Piano.** 1 credit.  
**MUI 163. Individual Instruction: Jazz Studies Woodwind/Brass.** 1 credit.  
**MUI 164. Individual Instruction: Jazz Studies Bass.** 1 credit.  
**MUI 170. Individual Instruction: Theory.** 1 credit.  
**MUI 171. Individual Instruction: Composition.** 1 credit.  
**MUI 172. Individual Instruction: Jazz Composition.** 1 credit.  
**MUI 210. Individual Instruction: Piano.** 2 credits.  
**MUI 211. Individual Instruction: Organ.** 2 credits.  
**MUI 221. Individual Instruction: Voice.** 2 credits.  
**MUI 230. Individual Instruction: Trumpet.** 2 credits.

**MUI 231. Individual Instruction: French Horn.** 2 credits.  
**MUI 232. Individual Instruction: Trombone.** 2 credits.  
**MUI 233. Individual Instruction: Euphonium.** 2 credits.  
**MUI 234. Individual Instruction: Tuba.** 2 credits.  
**MUI 240. Individual Instruction: Flute.** 2 credits.  
**MUI 241. Individual Instruction: Oboe.** 2 credits.  
**MUI 242. Individual Instruction: Bassoon.** 2 credits.  
**MUI 243. Individual Instruction: Clarinet.** 2 credits.  
**MUI 244. Individual Instruction: Saxophone.** 2 credits.  
**MUI 250. Individual Instruction: Violin.** 2 credits.  
**MUI 251. Individual Instruction: Viola.** 2 credits.  
**MUI 252. Individual Instruction: Cello.** 2 credits.  
**MUI 253. Individual Instruction: Bass.** 2 credits.  
**MUI 254. Individual Instruction: Guitar.** 2 credits.  
**MUI 255. Individual Instruction: Percussion.** 2 credits.  
**MUI 260. Individual Instruction: Jazz Studies Guitar.** 2 credits.  
**MUI 261. Individual Instruction: Jazz Studies Percussion.** 2 credits.  
**MUI 262. Individual Instruction: Jazz Studies Piano.** 2 credits.  
**MUI 263. Individual Instruction: Jazz Studies Woodwind/Brass.** 2 credits.  
**MUI 264. Individual Instruction: Jazz Studies Bass.** 2 credits.  
**MUI 270. Individual Instruction: Theory.** 2 credits.  
**MUI 271. Individual Instruction: Composition.** 2 credits.  
**MUI 272. Individual Instruction: Jazz Composition.** 2 credits.

## **Music Business Program**

The bachelor of arts major in music business is a liberal arts-based music business curriculum that builds on the strengths of current programs in business and music.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in music business (MBS).

*Major:* MSC 099 (8 semesters), 115, 116, 117, 118, 201, 241, 242, 8 semesters of individual instruction (MUI); 8 semesters of any music ensemble (MUE); piano and voice proficiency, as noted previously; IDS 179 (4 semesters); MBS 371, 372, 373, 400; ACT 131, 231; BUS 230, 285, 371; BUS 340 or DCOM 260; and ECN 101 or 102.

### *Courses in Music Business*

**MBS 179. Music Business Colloquium.** 1 credit.  
**MBS 203. Milestones in Music Recording.** 3 credits. [L5]  
**MBS 371. Introduction to the Music Business.** 3 credits.  
**MBS 372. Music Copyright, Contracts and Cash.** 3 credits.  
**MBS 373. Music Industry Entrepreneurship.** 3 credits.  
**MBS 400. Internship.** 3–12 credits. [IME]

## Music Education Program

The bachelor of science in music education (B.S.), approved by the Pennsylvania Department of Education and accredited by the National Association of Schools of Music, is designed for the preparation of public school music teachers, kindergarten through grade 12, instrumental and vocal music. Piano and voice proficiencies for the music education major prepare the candidate to meet the standards of the Pennsylvania Department of Education and are administered by competency jury. Students participate in student teaching in area elementary and secondary schools. In all field experiences, as well as the student teaching semester, each student is responsible for transportation arrangements. During the student teaching semester, the candidate is not required to register for recital attendance, private lessons, or an ensemble.

### *Degree Requirements*

*Degree:* Bachelor of Science in music education (MED).

*Major:* MSC 099 (8 semesters), 115, 116, 117, 118, 215, 216, 217, 241, 242, 246; 8 semesters of individual instruction (MUI) and 8 semesters of 100-level music ensemble (MUE), exceptions noted previously; piano and voice proficiency, as noted previously; MED 110, 223, 227, 330, 331, 333, 334, 335, 337, 437, 441, 442; MSC 316; 345 or 347; 416; EDU 240 or 245, SPE 250, 255, and 258. Students must also satisfy requirements for admission to teacher candidacy prior to their junior year along with further requirements for certification. See the Department of Education section on page 69 for additional information.

### *Courses in Music Education*

**MED 110. Foundations of Music Education.** 3 credits.

**MED 223. Brass Techniques.** 2 credits.

**MED 227. Percussion Techniques.** 1 credit.

**MED 280. Field Practicum in Music Education.** 1–3 credits.

**MED 330. Woodwind Techniques.** 2 credits.

**MED 331. String Techniques.** 2 credits.

**MED 333. Methods and Materials, General Music: Elementary.** 3 credits.

**MED 334. Choral Literature and Methods.** 3 credits. [WP]

**MED 335. Instrumental Literature and Methods.** 3 credits.

**MED 337. Music Teaching and Learning I.** 2 credits.

**MED 437. Music Teaching and Learning II.** 2 credits.

**MED 441. Student Teaching: Instrumental.** 6 credits. [IME]

**MED 442. Student Teaching: Vocal.** 6 credits. [IME]



## Audio & Music Production Program

The bachelor of music in audio & music production (B.M.) is designed to prepare students for today's rapidly developing interactive media and music recording industries.

### *Degree Requirements*

*Degree:* Bachelor of Music in audio & music production (AMP).

*Major:* MSC 099 (8 semesters), 115, 116, 117, 118, MSC 150, 151 with a C- or higher; two from MSC 201, 202, 241, 242, 343; 8 semesters of individual instruction (MUI); 8 semesters of any music ensemble (MUE); AMP 151, 152, 251, 252, 254, 351, 352, 400 (3 credits), 453; two from AMP 451, AMP 452, DCOM 341, DCOM 343; MBS 203, 371; PHY 205 (72 credits).

### *Courses in Audio and Music Production*

**AMP 151. Audio Engineering I.** 3 credits.

**AMP 152. Audio Engineering II.** 3 credits.

**AMP 251. Tonmeister Recording.** 1 credit.

**AMP 252. Audio for Digital Media.** 3 credits.

**AMP 254. Systems Design & Integration.** 3 credits.

**AMP 351. Audio Mastering.** 3 credits.

**AMP 352. Electronic Music.** 3 credits.

**AMP 400. Internship.** 3–12 credits. [IME]

**AMP 451. Game Audio.** 3 credits.

**AMP 452. Concert Systems and Commercial Audio.** 3 credits.

**AMP 453. Music Production & Engineering.** 3 credits.

Please visit [www.lvc.edu/music](http://www.lvc.edu/music) for additional information regarding these programs, including faculty and full course descriptions.

## NEUROSCIENCE PROGRAM

The Neuroscience Program integrates classroom-based background in the principles of psychology and biology, while integrating philosophy and chemistry for a broad understanding of neuroscience. The major also provides students opportunities to become involved in the field of neuroscience in an applied manner. Students achieve this through coursework involving the application of the scientific method in the laboratory. Further, many neuroscience majors gain additional practical knowledge through participation in independent and collaborative research projects under the guidance and supervision of individual faculty members. Also, neuroscience majors have access to an internship program, which allows students to receive college credit for work experience relevant to their particular interests within the field of neuroscience. Finally, in their coursework and independent endeavors, students learn to integrate information, synthesize ideas into a coherent whole, and communicate research findings. The Neuroscience Program produces students with a strong background in neuroscience, while also maintaining a flexible atmosphere that allows students to pursue their individualized interests.

### *Program Goals*

Students completing this program will:

- Master the principles of neuroscience.
- Be proficient researchers.
- Use analytical reasoning and synthesize ideas effectively.
- Students will be effective communicators.

### *Degree Requirements*

*Degree:* Bachelor of Science with a major in neuroscience.

*Major:* NEU 285, 299, 499; NEU/BIO 231/L or NEU/PSY 378/379; BIO 111/L, 112/L; BIO 201/L or NEU 211/L; BIO 212/L or 222/L; CHM 111, 112, 113, 114; PSY 111/L, 211/L, 212/L; six credits from the following theory courses: BCMB 421, BIO 221/221L, BIO/NEU 232, BIO 304/L, 305/L, 306/L, 322/L, 323/L; CHM 213/215, 214/216, MAS 161, NEU 291/291L, PHY 103/L, 104/L, PSY 250, 255, 260, 363/364; three credits from the following applied/research courses: BIO 400, 500; NEU 292; PSY 112, 248, 280, 310, 332/333, 400, 550. 55 total credits.

### *Courses in Neuroscience*

**NEU 211. Behavioral Genetics.** 3 credits.

**NEU 211L. Behavioral Genetics Laboratory.** 1 credit.

**NEU 231. Neurobiology.** 3 credits.

**NEU 231L. Neurobiology Laboratory.** 1 credit.

**NEU 232. Neuroanatomy of Disease.** 3 credits.

**NEU 285. Introduction to Psychopharmacology.** 3 credits.

**NEU 299. Mind and Brain.** 3 credits. [WP]

**NEU 378. Behavioral Neuroscience.** 3 credits.

**NEU 379. Behavioral Neuroscience Lab.** 1 credit.

**NEU 499. Advanced Seminar in Neuroscience.** 1 credit.

Please visit [www.lvc.edu/neuroscience](http://www.lvc.edu/neuroscience) for additional information regarding this program, including faculty and full course descriptions.

## **DEPARTMENT OF PHYSICAL THERAPY**

### **Exercise Science Program**

Students in exercise science explore the interaction between exercise and human performance. This discipline also examines the factors involved in health and the promotion of healthy lifestyles. Students will initially take courses in basic foundational sciences followed by content area which has direct application to exercise prescription and rehabilitation.

Graduates of the program may seek professional certification through the National Strength and Conditioning Association or the American College of Sports Medicine to increase opportunities for employment.

The program in exercise science has three tracks: (1) the clinical application track leads to a bachelor's degree in exercise science; (2) the athletic training track leads to a bachelor's degree in exercise science and a master's of athletic training (MAT); (3) the physical therapy track leads to a bachelor's degree in exercise science and a doctor of physical therapy (DPT) degree.

The athletic training and physical therapy tracks require special admission and students must maintain requirements for satisfactory progress, described below, in order to continue to the professional phase of these programs, which begin in the fourth year and continue to the graduate level. Students who do not satisfy these requirements by the end of the third year may not continue into the professional phase. Instead, students will transition to the clinical applications track and, on completion, will earn a bachelor's degree in exercise science.

*MAT requirements for satisfactory progress:* In order to proceed into the professional phase of the Master's in Athletic Training Program, students must have achieved a minimum cumulative GPA of 2.750 at the end of the third year of the program. All required courses must be taken for a grade. Only one science course can be transferred in from another institution (excluding study abroad). The grade from this course must be a "C" or better to satisfy program requirements.

*DPT requirements for satisfactory progress:* In order to proceed into the professional phase of the DPT Program, students must maintain: (1) a minimum cumulative 3.000 GPA in all coursework; (2) a minimum cumulative science GPA of 2.800 (the required biology, chemistry, physics, anatomy, human movement, and physiology courses), and (3) no individual science grade lower than a C (2.000). Science courses may be repeated only once to meet the GPA requirement. All required courses must be taken for a grade. Only one science course can be transferred in from another institution (excluding study abroad). The grade from this course must be a "C" (2.000) or better to satisfy program requirements.

MAT and DPT degree requirements can be found on page 116 and 124, respectively. All students will complete a comprehensive criminal background check during the first professional phase year.

Lebanon Valley College's Doctor of Physical Therapy Degree Program is accredited by the Commission on Accreditation in Physical Therapy Education.

### *Program Goals*

Students completing this program will:

- Possess broad-based skills and knowledge necessary for effective implementation of exercise science principles across a variety of contexts.
- Be able to effectively and professionally communicate with clients and other health care professionals.
- Be proactive and professionally responsive to meet current and future societal healthcare needs and promote exercise and healthy lifestyles.
- Possess the critical thinking skills needed to promote self-directed learning and evidence-based practice in the area of wellness and exercise science.
- Recognize the value of contributing to society through education and community service.

## *Degree Requirements*

*Degree:* Bachelor of Science with a major in exercise science.

*Major, athletic training track:* EXSC 101/L and 102/L, or BIO 111/L and 112/L; CHM 111, 112, 113, 114; MAS 170; PHY 103/L, 104/L; PSY 112; SOC 110; EXSC 120, 211/L, 216/L, 302, 304, 310, 311, 314, 316, 318, 511; ATR 502, 516, 518, 520, 524, 526, 528, 532, 534, 536, 551, 552, 560, 562 (111 credits).

*Major, clinical applications track:* EXSC 101/L and 102/L, or BIO 111/L and 112/L; CHM 111, 112, 113, 114; MAS 170; PHY 103/L, 104/L; PSY 112; SOC 110; EXSC 102, 211/L, 216/L, 302, 304, 310, 314, 316, 318, 402, 430, 432, 434, 442, 451, 460, 462 (86–88 credits).

*Major, physical therapy track:* BIO 111/L, 112/L; CHM 111, 112, 113, 114; MAS 170; PHY 103/L, 104/L; PSY 112; SOC 110 or 120; EXSC 120, 211/L, 216/L, 302, 310, 311, 312, 314, 316, 318, 511; PHT 502, 504, 514, 516, 518, 520, 532, 534, 535, 542, 551, 560 (105 credits).

## *Courses in Athletic Training*

**ATR 502. Overview of Professional Practice.** 1 credit.

**ATR 516. Fundamental Skills of Athletic Training.** 2 credits.

**ATR 518. Prevention and Care of Emergency Medical Conditions.** 4 credits.

**ATR 520. Introduction to Medical and Orthopedic Management of Athletic Populations.** 2 credits.

**ATR 524. Clinical Skills Laboratory I.** 2 credits.

**ATR 526. Clinical Skills Laboratory II.** 2 credits.

**ATR 528. Musculoskeletal I.** 4 credits.

**ATR 532. Musculoskeletal II.** 3 credits.

**ATR 534. Therapeutic Interventions I.** 4 credits.

**ATR 536. Therapeutic Interventions II.** 4 credits.

**ATR 551. Evidence Based Practice I.** 1 credit.

**ATR 552. Evidence Based Practice II.** 1 credit.

**ATR 560. Athletic Training Clinical Experience I.** 3 credits.

**ATR 562. Athletic Training Clinical Experience II.** 3 credits.

## *Courses in Exercise Science*

**EXSC 101. Anatomy & Physiology I.** 4 credits.

**EXSC 101L. Anatomy & Physiology I Laboratory.** 0 credits.

**EXSC 102. Anatomy & Physiology II.** 4 credits.

**EXSC 102L. Anatomy & Physiology II Laboratory.** 0 credits

**EXSC 120. Medical Terminology.** 1 credit.

**EXSC 211. Introduction to Human Movement.** 4 credits.

**EXSC 211L. Introduction to Human Movement Laboratory.** 0 credits.

**EXSC 216. Clinical Human Physiology.** 4 credits.

**EXSC 216L. Clinical Human Physiology Laboratory.** 0 credits.  
**EXSC 302. Healthcare Administration Law and Policy.** 4 credits.  
**EXSC 304. Corporate Fitness and Occupational Medicine.** 3 credits.  
**EXSC 310. Exercise Physiology.** 4 credits.  
**EXSC 311. Fundamentals of Anatomy.** 4 credits.  
**EXSC 312. Psychosocial Aspects of Disease and Disability.** 3 credits. [DP]  
**EXSC 314. Environmental Physiology.** 3 credits.  
**EXSC 316. Exercise Techniques and Physical Conditioning.** 4 credits.  
**EXSC 318. Psychology of Health.** 3 credits.  
**EXSC 402. Training and Conditioning.** 4 credits.  
**EXSC 412. Psychosocial Aspects of Disease and Disability.** 3 credits. [DP]  
**EXSC 430. Nutritional Aspects of Exercise and Eating Disorders.** 3 credits.  
**EXSC 432. Personal Training.** 3 credits.  
**EXSC 434. Introduction to Cardiac Rehabilitation.** 4 credits.  
**EXSC 442. Pharmacology.** 3 credits.  
**EXSC 451. Introduction to Research Methods.** 3 credits.  
**EXSC 460. Practicum I.** 3–4 credits.  
**EXSC 462. Practicum II.** 3–4 credits.  
**EXSC 511. Human Anatomy.** 5 credits.

*Courses in Physical Therapy*

**PHT 311. Fundamentals of Anatomy.** 4 credits.  
**PHT 412. Psychosocial Aspects of Disease and Disability.** 3 credits. [DP]  
**PHT 502. Professional Issues of Physical Therapy Practice I.** 3 credits.  
**PHT 504. Professional Issues of Physical Therapy Practice II.** 4 credits.  
**PHT 511. Human Anatomy.** 5 credits.  
**PHT 514. Pathophysiology.** 4 credits.  
**PHT 516. Biomechanics and Kinesiology.** 4 credits.  
**PHT 518. Exercise Science.** 3 credits.  
**PHT 520. Motor Control Motor Learning.** 2 credits.  
**PHT 532. Clinical Examination.** 3 credits.  
**PHT 534. Cardiovascular-Pulmonary Physical Therapy.** 3 credits.  
**PHT 535. Physical Therapy in the Inpatient Environment.** 2 credits.  
**PHT 542. Pharmacology in Rehabilitation.** 2 credits.  
**PHT 551. Foundations of Evidenced Based Critical Inquiry.** 3 credits.  
**PHT 560. Clinical Education Orientation.** 0 credits.  
**PHT 595. Student Run Free Clinic I.** 0 credits.  
**PHT 596. Student Run Free Clinic II.** 0 credits.

Please visit [www.lvc.edu/physical-therapy](http://www.lvc.edu/physical-therapy) for additional information regarding this program, including faculty and full course descriptions.

# DEPARTMENT OF PHYSICS

## Physics Program

Physics, the most fundamental science of the physical world, combines the excitement of experimental discovery and the beauty of mathematics. The Physics Program at Lebanon Valley College is designed to develop an understanding of the fundamental laws dealing with motion, force, energy, heat, light, electricity and magnetism, atomic and nuclear structure, and the properties of matter.

Students major in physics as a preparation for professional careers in industry as physicists and engineers, and education as high school and college teachers. Other possibilities include technical writing, sales, and marketing. Physics students can continue their professional training by going to graduate school in physics and engineering, or to other professional schools offering degrees in such fields as health physics and business.

The facilities of the Department of Physics are located on the second floor of the Neidig-Garber Science Center. In addition to the introductory physics laboratories, the department maintains an atomic/nuclear laboratory, computational physics laboratory, electronics laboratory, optics laboratory, atomic force microscope laboratory, and student research laboratory.

Students majoring in physics take advantage of close contact with faculty, work as paid laboratory assistants, pursue independent study or research/internships, and participate in the local chapter of the Society of Physics Students. Summer research opportunities, supported by College funds or external grants, are available for physics students.

The requirements for the physics major, like other majors at LVC, are designed so students can study abroad for one semester (typically in their junior or senior year). Hence, students can combine their study of physics with the richness of an international experience by participating in any college-wide study-abroad program (e.g., New Zealand Program).

The Physics Department also directs the 3+2 Engineering Program. See Cooperative Programs on page 42 for additional details.

### *Program Goals*

Students completing this program should have:

- A working understanding and knowledge of fundamental areas in physics.
- A working understanding and knowledge of mathematics along with computational skills necessary for advanced work in physics.
- Competence in experimental physics.
- The ability to communicate effectively—written and verbal.

## *Degree Requirements*

*Degree:* Bachelor of Science with a major in physics.

*Major:* PHY 111/L, 112/L, (or 103/L, 104/L with permission), 211/L, 311, 312, 321, 322, 327, 328 and four additional semester hours higher than 211; MAS 161, 162, 261 and 266 or MAS 111, 112, 261 and 266 (43–47 credits).

*Minor:* PHY 111/L, 112/L, (or 103/L, 104/L), 211/L, plus 6 credits in physics higher than 211; MAS 111 or 161 (21–23 credits).

Secondary Teacher Certification: Along with the major requirements, students seeking secondary certification in physics must take either BIO 111/L or BIO 103/L, and CHM 111/113. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section on page 69 for additional information.

## *Courses in Physics*

- PHY 103. General College Physics I.** 3 credits. [L3]
- PHY 103L. General College Physics I Laboratory.** 1 credit. [L3]
- PHY 104. General College Physics II.** 3 credits. [L3]
- PHY 104L. General College Physics II Laboratory.** 1 credit. [L3]
- PHY 111. Principles of Physics I.** 3 credits. [L3]
- PHY 111L. Principles of Physics I Laboratory.** 1 credit. [L3]
- PHY 112. Principles of Physics II.** 3 credits. [L3]
- PHY 112L. Principles of Physics II Laboratory.** 1 credit. [L3]
- PHY 120. Principles of Astronomy.** 3 credits. [L3]
- PHY 120L. Principles of Astronomy Laboratory.** 1 credit. [L3]
- PHY 205. Physics of Sound.** 3 credits.
- PHY 211. Atomic and Nuclear Physics.** 3 credits.
- PHY 211L. Atomic and Nuclear Physics Laboratory.** 1 credit.
- PHY 212. Introduction to Electronics.** 3 credits.
- PHY 212L. Introduction to Electronics Laboratory.** 1 credit.
- PHY 261. Introduction to Computational Physics.** 3 credits.
- PHY 302. Optics.** 3 credits.
- PHY 304. Thermodynamics.** 3 credits.
- PHY 311. Analytical Mechanics I.** 3 credits.
- PHY 312. Analytical Mechanics II.** 3 credits.
- PHY 321. Electricity and Magnetism I.** 3 credits.
- PHY 322. Electricity and Magnetism II.** 3 credits.
- PHY 327. Experimental Physics I.** 1 credit.
- PHY 328. Experimental Physics II.** 2 credits. [WP]
- PHY 350. Audio Electronics.** 3 credits.
- PHY 421. Quantum Mechanics I.** 3 credits.
- PHY 422. Quantum Mechanics II.** 3 credits.

Please visit [www.lvc.edu/physics](http://www.lvc.edu/physics) for additional information regarding this program, including faculty and full course descriptions.



## DEPARTMENT OF PSYCHOLOGY

The Department of Psychology at Lebanon Valley College seeks to foster an understanding of human behavior that is built on a scientific foundation and is applied to real world phenomena and problems. Our curriculum is a student-oriented, liberal arts program that prepares students, following graduation, for applied entry positions in the work force, or for graduate studies in a range of areas such as psychology, neuroscience, social work, medicine, business, education, and law. The program allows our students to become psychologically literate individuals who can (a) attain significant professional accomplishments within the field, and also (b) apply their knowledge towards understanding and shaping behavior-related public policies, critically analyzing media-based coverage of psychological topics, and enhancing various elements of their own and others' lives. This approach is consistent with the mission of the College, which is to enable "students to become people of broad vision, capable of making informed decisions and prepared for a life of service to others."

The department offers students the benefits of a strong classroom-based traditional background in the core sub-disciplines of psychology, along with providing opportunities to become involved in the field of psychology in an applied manner. Many psychology majors gain practical knowledge through (a) participation in independent and collaborative research projects under the guidance and supervision of individual faculty members, as well as (b) our extensive internship program, which allows students to receive college credit for work experience relevant to their particular interests within the field of psychology. Overall, the Department of Psychology at Lebanon Valley College offers the "best of both worlds": experiences and facilities usually associated only with larger universities, along with individualized instruction and advisement characteristic of small liberal arts institutions.

### Psychology Program

The Psychology Program requires all majors to complete a minimum of 46 credits of psychology coursework. All majors initially complete several foundation courses, which include introductions to a vast array of subfields within psychology, as well as laboratory-based exposure to the nature of research design and analysis. Students then complete courses within each of five critical psychological sub-disciplines (human development, psychopathology, biopsychology, cognition, and social processes), which include additional, advanced, lab-based research. Finally, all majors complete an integrative capstone experience, which includes coursework surveying the history of psychology, as well as the completion of an individualized internship or research project.

## *Program Goals*

The psychology curriculum is structured to encourage students to attain the following goals; all of these are addressed in a variety of classes within the program.

- Students will possess a foundation of basic knowledge of psychology.
- Students will be proficient researchers.
- Students will be effective communicators.
- Students will be critical thinkers.
- Students will engage in professional development.

## *Degree Requirements*

*Degree:* Bachelor of Science with a major in psychology.

*Major:* PSY 111/L, 112, 201, 211/L, 212/L, 310, and 443; one course from 325, 333, 347, 364, or 379; one course from 400 or 550; an additional 6 PSY credits. Students must also complete one course from each of the following five core areas: biopsychology: 280, 285, 291, 378; cognition: 250, 252, 260, 294, 363; human development: 230, 235, 295, 324; social processes: 245, 247, 255, 292, 346; psychopathology: 265, 268, 270, 293, 332. (46 credits).

*Minor:* PSY 111/L, 112, 211/L and 212/L; 6 credits at the 200-level or higher (not including PSY 211 and 212); 3 credits at the 300-level. (24 credits).

## *Courses in Psychology*

**PSY 111. General Psychology I.** 3 credits. [L3]

**PSY 111L. General Psychology I Laboratory.** 1 credit. [L3]

**PSY 112. General Psychology II.** 3 credits.

**PSY 201. Sophomore Seminar.** 1 credit.

**PSY 211. Research Methods in Psychology.** 3 credits. [WP]

**PSY 211L. Research Methods in Psychology Lab.** 1 credit.

**PSY 212. Statistics and Data Analysis.** 3 credits. [QR]

**PSY 212L. Statistics and Data Analysis Laboratory.** 1 credit. [QR]

**PSY 230. Psychology of Adolescent Development.** 3 credits.

**PSY 235. Psychology of Adult Development and Aging.** 3 credits.

**PSY 245. Personality.** 3 credits. [WP, CTW]

**PSY 247. Psychological Perspectives on Gender.** 3 credits. [AD]

**PSY 248. Health Psychology/Behavioral Medicine.** 3 credits.

**PSY 250. Sensory and Perceptual Processes.** 3 credits.

**PSY 252. The Science of Emotion.** 3 credits.

**PSY 255. Evolutionary Psychology.** 3 credits.

**PSY 260. Learning and Memory.** 3 credits.

**PSY 265. Abnormal Behavior and Experience.** 3 credits.

**PSY 268. Introduction to Clinical Psychology.** 3 credits.

**PSY 270. Forensic Psychology.** 3 credits.

**PSY 280. Introduction to Neuropsychology.** 3 credits.

**PSY 285. Introduction to Psychopharmacology.** 3 credits.

**PSY 291. Special Topics in Biopsychology.** 3 credits.

- PSY 292. Special Topics in Social Process.** 3 credits.
- PSY 293. Special Topics in Psychopathology.** 3 credits.
- PSY 294. Special Topics in Cognition.** 3 credits.
- PSY 295. Special Topics in Human Development.** 3 credits.
- PSY 310. Advanced Research Design.** 2 credits.
- PSY 324. Psychology of Child Development.** 3 credits.
- PSY 325. Child Development Laboratory.** 1 credit.
- PSY 332. Psychological Testing and Assessment.** 3 credits.
- PSY 333. Psychological Testing and Assessment Laboratory.** 1 credit.
- PSY 346. Social Psychology.** 3 credits.
- PSY 347. Social Psychology Laboratory.** 1 credit.
- PSY 363. Cognitive Science.** 3 credits. [WP]
- PSY 364. Cognitive Science Laboratory.** 1 credit.
- PSY 378. Behavioral Neuroscience.** 3 credits.
- PSY 379. Behavioral Neuroscience Lab.** 1 credit.
- PSY 400. Internship.** 1–12 credits. [IME]
- PSY 443. History and Theory.** 3 credits. [WP]
- PSY 550. Advanced Research.** 1–3 credits. [IME]

Please visit [www.lvc.edu/psychology](http://www.lvc.edu/psychology) for additional information regarding this program, including faculty and full course descriptions.

## **DEPARTMENT OF RELIGION AND PHILOSOPHY**

The mission of the Department of Religion and Philosophy is to engage, educate, and challenge students through the careful examination of the fundamental questions, the profound minds, and the diverse traditions, values, and practices that have shaped human experience. Our teaching aims to foster our students' abilities to reason critically, read analytically, and argue cogently. We emphasize the importance of writing and oral expression and encourage independent thought and research so that our students may grow into life-long learners who understand the value of reflection and thoughtful action.

Many majors in religion or philosophy go on to advanced study in graduate or professional schools and seminaries. Our graduates have pursued a wide variety of careers in education, law, ministry, and business. A major in religion or philosophy may be combined with a major or minor in another subject.

Students may elect to declare a specialization within either major. To receive recognition for a specialization, a student needs to assemble a dossier of three papers that are related to the specialization. One of the papers will be from the Senior Presentation, PHL/REL 401. The student must be able to show at least a B average on the papers overall. Students need to declare a specialization during advising for their final year. They then need to develop a proposal for their specialization by the second week of the Senior Presentation. Specializations include philosophy of religion, religion and politics, political philosophy, continental philosophy, comparative religion, and history of philosophy.

## Religion Program

The study of religion is designed to give students insight into the meaning of the religious dimension of human experience by exposing them to different cultural beliefs and practices and introducing them to the many methodologies in the comparative study of religion. Course work in religion introduces students to the various historical and contemporary expressions of the diverse religious traditions of humankind. The breadth of courses required by the major and minor are designed to impart on the student a basic religious literacy, which is key to understanding an increasingly diverse world.

### *Program Goals*

The Religion Program will:

- Enhance students' knowledge of human cultures through the study of religion, with a specific emphasis on historical and comparative analysis.
- Develop the intellectual core competencies of students through inquiry and analysis, critical thinking, and written and oral communication.
- Promote personal and social responsibility by developing students' intercultural knowledge and competence, ethical reasoning, and foundations and skills for lifelong learning.
- Culminate with integrative learning by requiring all students to compile and reflect on an academic portfolio and to complete an independent research project.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in religion.

*Major:* REL 280, 401, 450, 451; two courses from REL 120, 140, 150, 240, 241, 242, 243, 244; REL 200, 202, or 204; two semesters of REL 285; two courses from REL 310 and 311; three additional credits in religion (30 credits).

*Transdisciplinary Specialization:* Students may receive this specialization by completing two additional courses (6 credits) outside the major that carry the transdisciplinary designation.

*Minor:* REL 280, 401; two courses from REL 120, 140, 150, 240, 241, 242, 243, 244; REL 200, 202, or 204; two semesters of REL 285; REL 310 or 311 (18 credits).

*Note:* To be credited for majors or minors in religion, cross-listed courses must be designated as religion courses at registration.

### *Courses in Religion*

**REL 110. The Sacred Life.** 3 credits. [L6]

**REL 120. Religious Diversity in America.** 3 credits. [AD, IC]

**REL 140. Encountering World Religions.** 3 credits. [ID, IC]

**REL 150. Encountering Other Religions.** 3 credits. [ID, IC]

**REL 200. Comparative Scripture.** 3 credits. [ID, IC]

**REL 202. Jewish and Christian Scripture.** 3 credits. [L6]

**REL 204. Hindu Scripture.** 3 credits. [ID, IC]

**REL 230. Philosophy of Religion.** 3 credits. [L6, WP, CTW]  
**REL 240. Hindu Traditions.** 3 credits. [ID, IC]  
**REL 241. Jewish Traditions.** 3 credits. [L6]  
**REL 242. Buddhist Traditions.** 3 credits. [ID, IC]  
**REL 243. Christian Traditions.** 3 credits. [L6]  
**REL 244. Islamic Traditions.** 3 credits. [ID, IC]  
**REL 280. Theorizing Culture and Interpreting Religion.** 3 credits.  
 [WP, CTW]  
**REL 285. Independent Reading Forum.** 1 credit.  
**REL 310. Themes in Religious Studies.** 3 credits.  
**REL 311. Interdisciplinary Seminar in Religion.** 3 credits. [WP, CTW]  
**REL 313. The Search for Jesus.** 3 credits. [DP, WP]  
**REL 401. Senior Presentation.** 1 credit.  
**REL 450. Undergraduate Research Symposium I.** 3 credits.  
**REL 451. Undergraduate Research Symposium II.** 3 credits. [WP, CTW]

## Philosophy Program

The study of philosophy directly involves the student in the process of sharpening critical and analytical abilities. Philosophy courses examine some of the greatest perennial questions of values, knowledge, and reality, and their relation to human nature.

### *Program Goals*

The Philosophy Program will:

- Enhance students' knowledge of human cultures through the development of a broad understanding of the history of philosophy.
- Develop the intellectual core competencies of students through inquiry and analysis, critical thinking, and written and oral communication.
- Promote personal and social responsibility by developing students' intercultural knowledge and competence, ethical reasoning, and foundations and skills for lifelong learning.
- Culminate with integrative learning by requiring all students to compile and reflect on an academic portfolio and to complete an independent research project.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in philosophy.

*Major:* PHL 140, 210, 270, 280, 401, 450, 451; two from PHL 301, 310, 311; two semesters of PHL 285; three additional credits in philosophy. (30 credits).

*Transdisciplinary Specialization:* Students may receive this specialization by completing two additional courses (6 credits) outside the major that carry the transdisciplinary designation.

*Minor:* PHL 140, 210, 270, 280, 401; one from PHL 301, 310, 311, 450, 451; two semesters of PHL 285 (18 credits).

### *Courses in Philosophy*

**PHL 110. The Examined Life.** 3 credits. [L6]

**PHL 140. Encountering World Philosophies.** 3 credits. [ID, IC]

**PHL 210. Ethics.** 3 credits. [L6, WP, CTW]

**PHL 229. Culture and Conflict in Modern America.** 3 credits. [AD, WP]

**PHL 230. Philosophy of Religion.** 3 credits. [L6, WP, CTW]

**PHL 270. Seminar in the History of Philosophy.** 3 credits. [WP, CTW]

**PHL 280. Logic.** 3 credits.

**PHL 285. Independent Reading Forum.** 1 credit.

**PHL 299. Gastro-Philosophy: Reflections on Place, Time, and Identity.**  
3 credits. [L6]

**PHL 301. Key Authors.** 3 credits. [WP, CTW]

**PHL 310. Themes in Philosophy.** 3 credits.

**PHL 311. Interdisciplinary Seminar in Philosophy.** 3 credits. [WP, CTW]

**PHL 401. Senior Presentation.** 1 credit.

**PHL 417. Seminar in Law.** 3 credits. [WP]

**PHL 450. Undergraduate Research Symposium I.** 3 credits.

**PHL 451. Undergraduate Research Symposium II.** 3 credits. [WP, CTW]

### **World Classics Minor**

A minor that allows students to study the foundations of Greek or Indian civilizations, including their languages, art, literature, history, philosophy, and religion. The study of classics is excellent preparation for advanced work in law and medicine, as well as for the graduate study of literature, history, fine arts, archaeology, anthropology, philosophy, religion, and classics. The minor allows students to start key languages for advanced study in their undergraduate years, attain reading proficiency from a first-year language course, and develop their language skills further through individualized study.

*Minor:* One language sequence: GRK 101, 102; LAT 101, 102; or SKT 101, 102; 12 credits from DSP 340, HIS 103, PHL 270, PHL 301, REL 240, REL 242 (18 credits).

### *Courses in Classical Greek (GRK)*

**GRK 101. Elementary Classical Greek I.** 3 credits. [LA]

**GRK 102. Elementary Classical Greek II.** 3 credits. [LA]

### *Courses in Latin (LAT)*

**LAT 101. Elementary Latin I.** 3 credits. [LA]

**LAT 102. Elementary Latin II.** 4 credits. [LA, LAC]

*Courses in Sanskrit (SKT)*

**SKT 101. Elementary Sanskrit I.** 3 credits. [LA]

**SKT 102. Elementary Sanskrit II.** 3 credits. [LA]

Please visit [www.lvc.edu/religion-philosophy](http://www.lvc.edu/religion-philosophy) for additional information regarding these programs, including faculty and full course descriptions.

## **DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE**

### **Sociology Program**

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; from the divisions of race, gender, and social class to the shared beliefs of the common culture. It uses theoretical frameworks and scientific methods of research to investigate the social world. The results of sociological investigations help in the development of new theories and inform social policy, programs, and laws. (This text is an excerpt from 21st Century Careers with an Undergraduate Degree in Sociology. American Sociological Association).

#### *Program Goals*

Students completing this program will:

- Be familiar with the sociological perspective on human behavior and key concepts in sociology.
- Be familiar with the major theoretical orientations in sociology.
- Understand the role of evidence in sociology and will be familiar with quantitative and qualitative research methods used in the social sciences.
- Be able to communicate effectively.

#### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in sociology.

*Major:* SOC 110, 310, 311, 321, 499; 21 additional credits in sociology excluding internships, with a minimum of six credits completed at the 300-level (34 credits).

*Major with Criminal Justice Concentration:* SOC 110, 245, 278, 310, 311, 321, 331, 333, 499; nine additional credits in sociology excluding internships (34 credits).

*Major with Family Studies Concentration:* SOC 110, 230, 310, 311, 321, 499; 18 additional credits from the following, excluding internships: SOC 226, 261, 271, 272, 278, 280, 292, 324, 370, 385, 392. A minimum of six credits in sociology must be completed at the 300-level (34 credits).



## **Criminal Justice Program**

The criminal justice major is a multi-disciplinary approach to examining the patterns associated with various crimes, theories of crime causation, victimization, and society's response to crime. The components of the criminal justice system, including law enforcement, the courts, and corrections, are analyzed. Study of the criminal justice system includes a critical approach to examining the goals and controversies associated with crime control policies.

### *Program Goals*

Students completing this program will:

- Be familiar with key concepts and theories in criminology.
- Have a basic understanding of the criminal justice system and how it operates.
- Understand the role of evidence in criminal justice and will be familiar with quantitative and qualitative research methods used in the social sciences.
- Be able to communicate effectively.
- Have basic understanding of the legal rights afforded the accused.

### *Degree Requirements*

*Degree:* Bachelor of Arts with a major in criminal justice.

*Major:* SOC 110, 245, 278, 310, 311, 331, 333, 499; LAW 316; POL 110; 12 credits from the following: SOC 220, 221, 270, 271, 272, 281, 291, 335, 391, 400 (a maximum of six internship credits may be counted toward the major); and PSY 265. (40 credits).

### *Courses in Sociology and Criminal Justice*

**SOC 110. Introduction to Sociology.** 3 credits. [L2]

**SOC 120. Introduction to Anthropology.** 3 credits. [L2]

**SOC 162. Race and the Intersections of Identity.** 3 credits. [AD, IC]

**SOC 210. Social Problems.** 3 credits. [L2]

**SOC 220. Forensic Evidence.** 3 credits.

**SOC 221. Crime Scene Investigation.** 3 credits.

**SOC 224. Native American Experience.** 3 credits. [AD]

**SOC 226. Women and Gender Issues.** 3 credits. [AD]

**SOC 230. Sociology of Marriage and the Family.** 3 credits. [L2]

**SOC 240. Diversity and Intercultural Communication.** 3 credits. [AD]

**SOC 245. Crime and Criminals.** 3 credits.

**SOC 261. Perspectives on Aging.** 3 credits. [L2]

**SOC 270. Forensic Psychology.** 3 credits.

**SOC 271. Child Abuse.** 3 credits.

**SOC 272. Substance Abuse.** 3 credits.

**SOC 278. Juvenile Justice.** 3 credits.

**SOC 280. Genders and Sexualities.** 3 credits.

**SOC 281. Police and Society.** 3 credits.

**SOC 282. Emergency Management and Disaster Preparedness.** 3 credits.

**SOC 290. Special Topics in Sociology.** 3 credits.

**SOC 291. Special Topics in Criminal Justice.** 3 credits.

**SOC 292. Special Topics in Family Studies.** 3 credits.  
**SOC 310. Research Tools for the Social Sciences.** 1 credit.  
**SOC 311. Research Methods in Sociology.** 3 credits. [WP]  
**SOC 321. Social Theory.** 3 credits.  
**SOC 324. Medical Sociology.** 3 credits. [WP]  
**SOC 331. Criminology.** 3 credits. [WP]  
**SOC 333. Criminal Justice.** 3 credits.  
**SOC 335. Probation and Parole.** 3 credits.  
**SOC 370. Adoption.** 3 credits.  
**SOC 385. Comparative Family Studies.** 3 credits.  
**SOC 390. Special Topics in Sociology.** 3 credits.  
**SOC 391. Special Topics in Criminal Justice.** 3 credits.  
**SOC 392. Special Topics in Family Studies.** 3 credits.  
**SOC 400. Internship.** 1–12 credits. [IME]  
**SOC 499. Senior Seminar.** 3 credits. [WP]

Please visit [www.lvc.edu/sociology-criminal-justice](http://www.lvc.edu/sociology-criminal-justice) for additional information regarding these programs, including faculty and full course descriptions.

## GRADUATE ACADEMIC PROGRAMS

Lebanon Valley College offers six graduate programs. These are the Certificate in Integrated STEM Education, Master of Athletic Training (MAT), Master of Business Administration (MBA), Master of Music Education (MME), Master of Science in STEM Education (MSSE), and Doctor of Physical Therapy (DPT) programs.

### Graduate Program Policies and Procedures

#### *Academic Advising and Registration*

Graduate students should contact their academic advisors prior to class registration, as needed. The advisor will develop a graduation plan with the student. All course registrations require the advisor's approval.

#### *Veteran Registration*

Students receiving educational benefits provided by the Department of Veterans Affairs (DVA) and/or the Department of Defense (DoD) must report their enrollment to the Financial Aid Office during registration each semester or summer session. The Financial Aid Office will then submit certification of enrollment to the DVA and/or the DoD. Students should complete the FAFSA and the financial aid process each year according to the school's requirements and deadlines. Please be advised that Lebanon Valley College reserves the right to decrease institutional aid awarded to students receiving military and veterans' benefits according to school policy. Students receiving Education

Assistance Program (EAP) and/or Federal Tuition Assistance (FTA) benefits are responsible for applying for these benefits through their unit of assignment prior to the start of each semester or summer session and for submitting all necessary forms to the Financial Aid Office.

Students participating in the Yellow Ribbon Program must maintain Satisfactory Academic Progress (SAP) in order to be eligible to receive Yellow Ribbon Program matching payments.

Students must notify the Financial Aid Office immediately if they change the number of credits for which they are enrolled, withdraw, or request a leave of absence. Failure to do so may result in a charge to the student from the DVA for overpayment of benefits. For more information on veterans benefits, please visit the financial aid web page at [www.lvc.edu/military](http://www.lvc.edu/military).

### *Concurrent Courses*

A student enrolled for a graduate degree may not take courses concurrently at another educational institution without prior consent of the program director and the registrar.

### *Transfer Credit*

A maximum of 9 credits (a maximum of 6 core credits) in master's programs and 6 credits in certificate programs may be transferred from another graduate program with the approval of the registrar and appropriate program director. Transfer institutions within the United States must be regionally accredited; institutions outside of the United States must be recognized as degree granting institutions by their home country. A course-by-course evaluation of all foreign university transcripts by an independent service based in the United States is required for international transfer students.

Coursework, including expected learning outcomes, must be equivalent to or consistent with the curricula and standards of the applicable graduate program at Lebanon Valley College. No transfer credit shall be accepted if the grade earned at another institution was less than B (a grade of B- or lower will not be accepted). Transferred Grades count for credit hours only, not for quality points. Students wishing to transfer credits may be asked to submit a course syllabus, textbook used, and any reading materials, so proper credit may be given. No graduate transfer credit is accepted in the DPT Program.

### *Grading*

Student work is graded A, A-, B+, B, B-, C+, C, and F. Candidates must maintain a grade point average of 3.000 with a maximum of two C grades in the program. DPT and MAT students must maintain a 3.000 grade point average in the professional phase of the program.

In addition, the symbols I, IP, and W are used. I indicates that the work is incomplete (certain required work postponed by the student for substantial reason with the prior consent of the instructor) but otherwise satisfactory. This work must be completed within the first four weeks of the end of the course or the I will be

converted to an F. Instructors may set an earlier deadline. Appeals for an extension of the incomplete grade past the four-week period must be presented to the program director prior to the incomplete due date. IP (in progress) is a temporary grade for certain courses that have not concluded by the end of the semester. W indicates withdrawal from a course through the tenth week of full- semester classes (or up to the first two-thirds of course meeting during the summer or for an abbreviated period during fall and spring semesters).

MSE 830, MME 805/806, and some PHT courses (see Doctor of Physical Therapy section) are graded pass/fail.

### *Auditing Graduate Courses*

Students may register to audit graduate courses with the approval of the director of the graduate program of interest and the course instructor. Students who audit a course receive neither credit nor a conventional grade for that course. Students who attend regularly will have a final grade of AU, which does not carry any grade points, noted on the transcript. Students auditing courses are not responsible for the assignments or examinations required in the course. The same tuition and fees are charged for audit as for credit courses. The same regulations regarding dropping, adding, and withdrawing from a course, as well as refund schedules, apply to courses that are audited. Since priority for enrollment is given to degree-seeking and certificate program students, those not enrolled in a graduate program may only audit a course if space permits.

Students may select audit status or change their status in a course from credit to audit through the drop/add period only.

### *Academic Standing Requirements*

Every student's academic progress shall be reviewed at the end of each academic period by the program director. Any student whose average falls below 3.000 or who earns a C or F in three or more credit hours may be placed on academic probation. A student on academic probation may be required to retake courses or correct other academic deficiencies and must achieve a 3.000 cumulative average within two semesters of being placed on probation. A student may repeat a maximum of two graduate courses with any given course being repeated only once. Students who fail to correct deficiencies may be permanently dismissed from the program.

The DPT Program is subject to a separate review procedure. DPT students' progress is reviewed at the close of every semester by the DPT faculty. In the DPT professional phase, students must maintain a GPA of 3.000 and receive a "P" (Pass) for all clinical education experiences to remain in good standing. Any student whose cumulative professional phase GPA falls below 3.000 will be placed on academic probation; deficient GPAs must be remediated within two academic semesters to a 3.000, and be retained at that level for the remainder of the professional phase of the program. Failure to maintain the minimum cumulative 3.000 GPA in any subsequent semester or achieve the 3.000 GPA before the final clinical experience will result in dismissal from the program.

Any student who earns two F's in either academic or clinical education courses will be dismissed from the program without option for re-entry. Academic standards related to continuation in the program and requirements for academic progression in the DPT Program may be found in the Physical Therapy Department Handbook.

A student may appeal any decision to the senior associate dean of academic affairs.

### *Course Withdrawal and Tuition Refund*

Any MBA, MME, or MSSE student who withdraws from courses for which he or she is registered must notify the appropriate program office. The effective date of withdrawal is the date on which the student notifies the office. Failure to give notice of withdrawal will result in a grade of F. Notifying the instructor does not constitute official withdrawal. A refund schedule based on official withdrawal date is available on the business office web page. Part-time students receiving federal financial assistance (Title IV) will receive a refund according to federal policy as noted above.

Students may drop a course with no penalty during the first week of classes of a full fall or spring term or, for courses meeting during the summer or for an abbreviated period, prior to the second meeting of the course. There will be no tuition due for a course dropped during this period and any tuition paid for the course will be refunded in full. The course will not appear on the student's academic transcript.

Students may withdraw a course after this period up to the first two-thirds of the course. In such cases, a "W" will be noted on the academic transcript in place of a grade and tuition will be refunded according to the College's Tuition Refund Schedule.

### *Maintaining Active Admission Status*

MBA, MME, MSSE, or post-baccalaureate students who do not enroll in classes for a period of two (2) years will be withdrawn from their academic program. If they do not enroll within a two-year period, they must secure a leave of absence from the program director in order to maintain active status, or be administratively withdrawn. To be granted a leave of absence, students must demonstrate that they will complete their program within the seven-year window described below. Status changes are reviewed in August, January, and May each year.

Withdrawn students who seek to return will need to reapply for admission. Readmission of a student requires written permission from the program director. All admission requirements and degree requirements will be re-evaluated at the time of the request for readmission.

As students in full-time programs, DPT and MAT students are expected to be enrolled each semester until the completion of their program. Students who are unable to do so must secure a leave of absence by completing a form available from the Registrar's Office and securing the approval of the senior associate

dean of academic affairs. This form must be returned to the Registrar's Office by 4:30 p.m. on the last day of classes in order for the leave of absence to take effect that term. Students who have stopped attending classes but failed to complete the leave of absence application and secure the official approval for the leave will be administratively withdrawn from the College.

When they are ready to return to the College after a leave of absence, DPT and MAT students should contact their academic advisor to register, as well as other offices needed to facilitate their return. Students who do not provide due notice (60 days) of a change in the date of expected return will be administratively withdrawn from the College and must petition the senior associate dean of academic affairs for formal readmission.

### *Time Restriction*

The maximum time for completion of a master's or doctoral program is seven years from the date of the admission letter. Students who have not earned the graduate degree during this period shall have their academic standing reviewed and may be asked to meet additional requirements in order to graduate.

Students enrolled in a certificate program have a two-year time limit to complete the certificate requirements.

### *Academic Honesty*

Students are expected to uphold the principles of academic honesty. Academic dishonesty will not be tolerated. Definitions of academic dishonesty and procedures concerning reported cases of academic dishonesty are consistent with those at the undergraduate level and are described on page 31. Sanctions for graduate students, however, differ from those in undergraduate programs. For the first academic dishonesty offense, failure in the course is mandatory. For the second offense, failure in the course and dismissal from the graduate program and College are mandatory.

### *Privacy of Student Records*

In accordance with the Family Educational Rights and Privacy Act of 1974 (P.L. 39–380) Lebanon Valley College releases no student education records without written consent and request of the student or as prescribed by the law. Each student has access to his or her education records with exclusions only as specified by the law.

### *Financial Aid*

Students may participate in the Federal Direct Stafford Loan Program. Graduate students can visit [www.lvc.edu/financial-aid/part-time.aspx](http://www.lvc.edu/financial-aid/part-time.aspx) for additional information or contact the Financial Aid Office at 717–867–6126 to discuss financial aid eligibility.

### *Withdrawal from Program and College and Readmission*

To withdraw from a graduate program at Lebanon Valley College, MBA, MME, MSSE, and post-baccalaureate certificate students must submit a written

request to the program director. DPT and MAT students must complete a withdrawal form through the Registrar's Office. Once withdrawn, a graduate student must apply for readmission to a program in order to return. All admission requirements and degree requirements will be re-evaluated at the time of the request for readmission.

## MASTER OF ATHLETIC TRAINING

The athletic training major at Lebanon Valley College is uniquely designed as a 3+2 program (three years of foundational and Constellation LVC courses followed by two years of professional training and courses), which allows students to receive a baccalaureate degree in exercise science in four years and a master's degree in athletic training after the fifth year. At the completion of the program, graduates will be eligible to take the Board of Certification Exam (BOC), pending accreditation of the program by the Commission on Accreditation of Athletic Training Education (CAATE), which is expected in 2020.

Lebanon Valley College athletic training majors will have inter-professional experiences with the College's renowned Department of Physical Therapy and with athletes and coaches on the College's 25 NCAA intercollegiate teams. They also will benefit from LVC's excellent training and competition facilities, and have opportunities to work and/or intern with other athletic-related facilities and events.

### *Program Goals*

Students completing this program will:

- Possess broad-based skills and knowledge necessary for effective implementation of evidenced-based assessment and interventions across a variety of contexts.
- Be proactive and professionally responsive to meet current and future societal health care needs and promote the profession of athletic training.
- Possess the critical thinking skills needed to promote self-directed learning and evidence-based practice common to the athletic training profession.
- Be guided in their decision making processes using ethical and moral values characteristic of the athletic training profession.
- Recognize the value of contributing to society through education and community service.

### *Degree Requirements*

*Degree:* Master of Athletic Training.

*Professional required courses:* EXSC 511; ATR 502, 516, 518, 520, 524, 526, 528, 532, 534, 536, 551, 552, 560, 562, 714, 730, 734, 736, 742, 744, 746, 750, 752, 760, 762, 764.



### *Athletic Training Courses*

**ATR 714. Pathophysiology.** 4 credits.

**ATR 730. Clinical Topics in Sports Medicine.** 2 credits.

**ATR 734. Neurological Evaluation, Assessment, and Management in Sports Participants.** 3 credits.

**ATR 736. Optimizing Athletic Performance Management in Sports Participants.** 3 credits.

**ATR 742. Ergogenic Aids in Sports.** 3 credits.

**ATR 744. Administration and Management in Athletic Training.** 3 credits.

**ATR 746. Psychological Aspects of Health, Injury, and Performance.** 3 credits.

**ATR 750. Seminar in Athletic Training.** 3 credits.

**ATR 752. Evidence Based Practice III.** 1 credit.

**ATR 760. Athletic Training Clinical Experience III.** 2 credits.

**ATR 762. Athletic Training Clinical Experience IV.** 4 credits.

**ATR 764. Athletic Training Clinical Experience V.** 3 credits.

Please visit [www.physical-therapy](http://www.physical-therapy) for additional information regarding this program, including faculty and full course descriptions.

## **MASTER OF BUSINESS ADMINISTRATION**

The MBA Program at Lebanon Valley College includes standard MBA-level courses along with exposure to courses in executive communications and ethical leadership.

### *MBA Admissions*

Candidates for admission must have a bachelor's degree from an accredited college or university as well as the interest, aptitude, and ability to undertake graduate studies. All candidates must provide official transcripts from all undergraduate and graduate work, a complete application, a current résumé, and personal statement. Applicants are also asked to submit GMAT scores; qualifying applicants can complete a GMAT waiver request form if they meet required criteria. The MBA Program has a professional requirement that can be satisfied prior to acceptance with three years of professional work experience or, can be satisfied while enrolled in the MBA Program through ongoing work experience or through an approved curricular experience.

Graduate admission is on a rolling basis; action usually will be taken within two weeks of receipt of all required documentation. Qualified candidates may register for up to two graduate classes while completing the application process.

### *Graduation Requirements*

A candidate for the MBA degree must complete a minimum of 36 credits, of which 27 must be earned at Lebanon Valley College. There are nine required core courses (27 credits) and three electives of the student's choice (9 credits) for a total

of 36 credits. A candidate must achieve at least a 3.000 cumulative average with a maximum of two C's within the 36 graduate credits to be certified for graduation.

### *Prerequisites*

Prospective MBA students must demonstrate that they have command of the undergraduate common body of knowledge, including finance, accounting, economics, marketing, management, business law and ethics, and business statistics. A working knowledge of Microsoft Word, Excel, and PowerPoint is required.

Students who have not completed undergraduate business courses may be required to complete academic leveling courses (prerequisites) prior to beginning MBA coursework. The need for prerequisite coursework is assessed at the time of application. Students admitted to the MBA Program are notified of requirements and recommendations at the time of acceptance. Students may be required to take anywhere from 0–15 prerequisite course modules.

The MBA Program offers course modules through Peregrine Academic Services that fulfill course prerequisite requirements. These course modules are presented online in a self-paced format. Modules correlate to an existing MBA-level course and must be completed prior to registration for the correlating MBA-level course.

### *Program Goals*

Students completing this program will:

- Demonstrate functional business knowledge in a global environment. (Business Knowledge/Global Perspective).
- Evaluate ethical situations and make effective leadership decisions, considering the global context where appropriate. (Ethical Leadership).
- Use effective written and oral forms of communication, work successfully as a team member, and demonstrate an understanding of collaboration fostered by leadership. (Communication Skills).
- Apply analytical and quantitative skills for decision-making, considering global issues when appropriate. (Analytical/Quantitative Skills)
- Evaluate, synthesize, and critically analyze qualitative information and quantitative data to make strategically aligned decisions in a global environment. (Critical and Strategic Thinking)

### *Degree Requirements*

*Degree:* Master of Business Administration.

*Graduate Core:* MBA 805, 810, 815, 832, 833, 840, 845, 875, 895 (24 credits); three additional MBA electives (9 credits). (36 credits).

*Healthcare Management Concentration: Healthcare Management*

*Concentration:* Complete the Graduate Core (24 credits) plus the following courses in place of the three MBA electives: MBA 801, 802, 891(9 credits). (36 credits).

*Master of Business Administration Courses*

- MBA 801. Introduction to Healthcare Management.** 3 credits.
- MBA 802. Ethical, Legal, and Regulatory Issues in Healthcare.** 3 credits.
- MBA 805. Financial Policy.** 3 credits.
- MBA 807. Innovation.** 3 credits.
- MBA 810. Organizational Behavior.** 3 credits.
- MBA 815. Marketing Management.** 3 credits.
- MBA 816. Internet Marketing.** 3 credits.
- MBA 817. Business and Technology.** 3 credits.
- MBA 825. Executive Communications.** 3 credits.
- MBA 827. Project Management.** 3 credits.
- MBA 832. Management Information Systems.** 3 credits.
- MBA 833. Managerial Economics.** 3 credits.
- MBA 840. Business Analytics.** 3 credits.
- MBA 845. Managing Operations and Business Processes.** 3 credits.
- MBA 847. Sales Management.** 3 credits.
- MBA 850. Human Resource Management.** 3 credits.
- MBA 855. Legal Environment of Business.** 3 credits.
- MBA 857. Supply Chain Management.** 3 credits.
- MBA 860. International Business Management.** 3 credits.
- MBA 865. Entrepreneurship.** 3 credits.
- MBA 870. Labor Management Relations.** 3 credits.
- MBA 875. Accounting for Managerial Decision Making.** 3 credits.
- MBA 880. Investments and Portfolio Management.** 3 credits.
- MBA 885. Ethical Leadership.** 3 credits.
- MBA 890. Special Topics.** 3 credits.
- MBA 891. Special Topics in Health Care Management.** 3 credits.
- MBA 895. Strategic Management.** 3 credits.
- MBA 900. Internship.** 0–3 credits.

*Accounting Courses*

- ACT 859. Forensic Accounting.** 3 credits.
- ACT 869. CFO—Lessons in Financial Leadership.** 3 credits.
- ACT 879. Advanced Taxation.** 3 credits.

Please visit [www.lvc.edu/mba](http://www.lvc.edu/mba) for additional information regarding this program, including faculty and full course descriptions.

# MASTER OF MUSIC EDUCATION

The mission of the Master of Music Education (MME) Program at Lebanon Valley College is to enhance the practice of music educators by implementing current research methods and innovative technologies. We are committed to a pedagogy that values cultural diversity and inclusion. Our aim is to inspire educators with ideas and techniques that are immediately applicable to the 21st-century classroom. MME coursework takes place year-round—online during the academic year and in on-site and blended formats during the summer. The degree can be completed in three years.

## *MME Admissions*

While prior teaching experience is not a requirement for entrance into this degree program, individuals considering pursuit of a master's degree in music education should plan on teaching one to three years prior to initial enrollment or before completing the degree. It is the conviction of this faculty that graduate study will be more meaningful to the individual if he or she has first gained experience in the field.

All candidates must have a bachelor's degree in music from a regionally accredited college or university and submit an official transcript with the application. Any graduate courses to be considered for transfer (up to nine (9) credits, a maximum of six (6) credits in the core) also require an official transcript sent by the respective colleges or universities to the Office of the Master of Music Education Program. Priority for core courses will be given to students matriculated into the MME Program.

All candidates must submit the application form and required application fee with a current résumé and one-page personal written statement indicating why they wish to pursue this degree. All candidates must submit a copy of a current teaching certificate in music with the application.

All candidates must submit three (3) letters of recommendation with the application, which address the candidate's readiness for graduate study.

All candidates must submit a one-page letter of intent indicating which track they wish to pursue (Thesis Track at 30 hours or Non-thesis Track at 36 hours).

Graduate admissions are on a rolling basis; action will be taken promptly after all paperwork has been received and evaluated.

## *Program Goals and Learning Outcomes*

Students completing this program will learn:

- To provide a rigorous study of relevant topics and the pedagogical skills necessary for teaching 21st-century children in diverse K–12 settings.

Students will develop and implement:

- *New approaches for teaching diverse student groups.*
- *Programs of study through a global perspective in music education.*
- *Contemporary approaches to music teaching and learning.*
- *Advanced skills in music theory and analysis.*

- To provide a comprehensive understanding of research methodology leading to fluency in reading, applying, and disseminating research in music education. Students will:
  - *Read and write papers utilizing scholarly modes of expression*
  - *Analyze research in music education and identify strengths and weaknesses in content and presentation.*
  - *Apply concepts of educational research methodologies in thesis- and/or project-based assignments.*
  - *Engage in academic discourse with peer teachers designed to clarify and persuasively communicate one's own beliefs.*
- To provide a comprehensive study in how music is best learned in order to further develop and articulate a robust philosophy of music learning and teaching. Students will:
  - *Develop and articulate a philosophy of music education grounded in experience and research study.*
  - *Demonstrate an understanding of how children learn and develop pedagogical strategies to foster optimal music education experiences.*
  - *Demonstrate knowledge of learning theories and teaching strategies.*
- To foster an environment that promotes life-long learning and professional and service oriented collaboration. Students will:
  - *Engage in activities and classroom experiences that will promote community and foster strategies for the development of life-long learning and professional and service related collaboration.*
  - *Be engaged in reflective practice to promote continuous learning and excellence in teaching.*

### *Degree Requirements*

*Degree:* Master of Music Education.

*Thesis Track:* Candidates must complete 30 graduate credits, 21 of which must be earned at Lebanon Valley College. There are four required core courses: MME 801, 802, 803, 804 (12 credits). The capstone experience includes either a project (MME 805) or a thesis (MME 806) (3 credits). The other 15 credits will be selected from among numerous elective opportunities.

*Non-thesis Track:* Candidates must complete 36 graduate credits, 27 of which must be earned at Lebanon Valley College. There are five required core courses: MME 801, 802, 803, 804, 807 (15 credits). The other 21 credits will be selected from among numerous elective opportunities.

Courses in the Lebanon Valley College MME Program are taught on the Annville campus.

### *Master of Music Education Courses*

**MME 801. Foundations of Music Education.** 3 credits.

**MME 802. Research Methods in Music Education.** 3 credits.

**MME 803. Technology for Music Educators.** 3 credits.

**MME 804. Psychology of Music Learning.** 3 credits.

**MME 805. Project.** 1–3 credits.

**MME 806. Thesis.** 1–3 credits.

**MME 807. Interpreting and Using Research in Music Education.** 3 credits.

**MME 830. Private Applied.** 1 credit.

**MME 840. Private Applied.** 2 credits.

**MME 890. Special Topics.** 3 credits.

Please visit [www.lvc.edu/mme](http://www.lvc.edu/mme) for additional information regarding this program, including faculty and full course descriptions.

## MASTER OF SCIENCE IN STEM EDUCATION

STEM education is an intentional meta-disciplinary approach to teaching and learning in which students discover integrated knowledge and competencies in science, technology, engineering, and mathematics. The mission of the Master of Science in STEM Education (MSSE) Program is to examine best practices for integrating STEM principles across disciplines with the ability to apply STEM principles in academic and real-world contexts in order to be globally competitive in the 21st century. Educators enrolled in this program will concentrate on the principles of STEM education as well as on the appropriate teaching strategies to convey these concepts to their students. The courses are designed to maximize the opportunity for project-based learning experiences and develop a framework for thinking about the role of STEM subjects in all aspects of society. This learning environment helps MSSE students to prepare their own students for success.

### *MSSE Admissions*

To qualify for admission to the Master of Science in STEM Education Program, the applicant must fulfill the following requirements:

- An applicant must hold a baccalaureate degree from a regionally accredited institution and must arrange to have official transcripts submitted for each undergraduate institution attended. If transfer credits are to be considered, transcripts from graduate courses must also be requested by the applicant.
- An applicant should hold a valid teaching certificate. Otherwise, applicants may be considered for entrance after meeting with the MSSE director.
- An applicant must have achieved a 3.000 grade point average (GPA) on a four point scale for the baccalaureate degree. An applicant with less than the 3.000 GPA may be admitted with provisional status pending satisfactory completion of six semester hours of graduate study with a 3.000 or higher.
- An applicant must submit three letters of recommendation in support of their admission to the graduate program.
- An applicant must submit a personal statement that addresses their career goals and reason for pursuing a graduate degree in STEM education.

### *Program Goals*

Students completing this program will demonstrate:

- Knowledge in STEM content.
- The ability to implement STEM pedagogy by modifying instructional plans and promoting alternative learning goals and strategies in relation to assessment results.
- STEM literacy by having the ability to identify and apply integrated concepts from science, mathematics, technology, and engineering to understand and solve challenges that cannot be resolved by any one disciplinary approach.

### *Degree Requirements*

A candidate for the MSSE degree must complete a minimum of 33 credits, of which 24 must be earned at Lebanon Valley College. Only 6 credits may be transferred into the core (non-electives). A candidate must achieve at least a 3.000 cumulative average to be certified for graduation.

*Degree:* Master of Science in STEM Education.

*Program Requirements:* MSE 829, 880, 881, 882, 883; three courses from MSE 801, 802, 803, 805, 806, and 807; and three MSE electives. (33 credits).

### *Certificate in Integrative STEM Education*

The Integrative STEM Education certificate is post-baccalaureate program that will help educators address environmental standards in a meaningful and relevant manner through a series of four courses that focus on integration of science, technology, engineering, and math (STEM) in the K–12 curriculum. Courses will be offered in a blended or online format to meet the needs of full-time educators. These courses will include pedagogy, trends, and issues in STEM and environmental education, and literacy skills in STEM education. The goal of the Integrative STEM Certificate Program is to enhance teaching and learning by developing integrative STEM strategies based on current research and implementation models.

### *Program Goals*

Students completing this certificate will:

- Demonstrate the use of National Standards for Technological Literacy to develop skills in teaching literacy in science classrooms from a technological and engineering design approach.
- Demonstrate integration of current STEM initiatives into pedagogical practice.
- Satisfactorily explain and apply pedagogies unique to STEM education.
- Demonstrate the implementation of best practices of Integrative STEM Education.

*Certificate Requirements:* MSE 880, 881, 882, 883 (12 credits).



### *Master of Science Education Courses*

- MSE 801. Principles of Biology and Life Science.** 3 credits.  
**MSE 802. Principles of Chemistry.** 3 credits.  
**MSE 803. Principles of Physics and Physical Science.** 3 credits.  
**MSE 805. Principles of Earth and Space Science.** 3 credits.  
**MSE 806. Principles of Mathematics in a STEM Classroom.** 3 credits.  
**MSE 807. Principles of Technology and Engineering in a STEM Classroom.** 3 credits.  
**MSE 811. Curriculum Design.** 3 credits.  
**MSE 813. Literacy in the Science Classroom.** 3 credits.  
**MSE 820. Seminar.** 1–3 credits.  
**MSE 821. STEM Business Tours to the Classroom.** 3 credits.  
**MSE 822. Forensic Science to the Classroom.** 3 credits.  
**MSE 823. Waterways: Water Chemistry, Biology, Environment, and Safety.** 3 credits.  
**MSE 824. Emerging Internet Technology.** 3 credits.  
**MSE 825. Meeting the Needs of the Exceptional Learner in the Science Classroom.** 3 credits.  
**MSE 826. Watersheds and Wetlands: Citizen Science Inquiry and the Atlantic Horseshoe Crab.** 3 credits.  
**MSE 827. Applying Wildlife and Natural Resources to the Classroom.** 3 credits.  
**MSE 829. Research Methods and Statistics.** 3 credits.  
**MSE 830. Independent Research in Science Education: Thesis.** 1–3 credits.  
**MSE 832. Independent Research in Science Education: Project.** 1–3 credits.  
**MSE 850. Independent Study.** 1–6 credits.  
**MSE 880. Introduction to STEM Education.** 3 credits.  
**MSE 881. STEM Education Systemic Reform.** 3 credits.  
**MSE 882. STEM Integrative Curriculum Design.** 3 credits.  
**MSE 883. Integrative STEM Education Practicum.** 1–3 credits.

Please visit [www.lvc.edu/mse](http://www.lvc.edu/mse) for additional information regarding this program, including faculty and full course descriptions.

## **DOCTOR OF PHYSICAL THERAPY**

The Physical Therapy Program consists of a six-year program of study leading to a doctor of physical therapy (DPT) degree. Students receive a baccalaureate degree in exercise science after successful completion of four years of coursework. See the Exercise Science Program information on page 97.

The program consists of two distinct phases: pre-professional education (three years, or approximately 95 semester credit hours); and professional education (three years, approximately 115 semester credit hours).

Lebanon Valley College's Doctor of Physical Therapy Degree Program is accredited by the Commission on Accreditation in Physical Therapy Education.

## *Program Goals*

Students completing this program will:

- Possess broad-based skills and knowledge necessary for effective implementation of the patient/client management model across a variety of contexts.
- Be proactive and professionally responsive to meet current and future societal health care needs and promote the profession of physical therapy.
- Possess the critical thinking skills needed to promote self-directed learning and evidence-based practice common to a doctoring profession.
- Be guided in their decision making processes using the core values of the physical therapy profession.
- Recognize the value of contributing to society through education and community service.

## *Degree Requirements*

*Degree:* Doctor of Physical Therapy.

*Prerequisites:* two semesters each of general biology, chemistry, and physics; one semester upper level human anatomy and physiology, introductory psychology and sociology, and elementary statistics.

*Professional required courses:* EXSC 511; PHT 502, 504, 514, 516, 518, 520, 532, 534, 535, 542, 551, 560, 716, 720, 726, 728, 730, 732, 734, 736, 738, 740, 752, 760, 762, 764, 802, 830, 832, 835 (2 credits), 836, 850; PHT 860 or 861/862.

*Professional Phase Program Requirements:* Students may be dismissed from the DPT Program for academic, clinical, or professional reasons, as described in the Physical Therapy Department Handbook. Failure of the final clinical experience (DPT 860 or 862) will result in removal from the program without option for re-entry. A complete description of academic and clinical requirements, policies, procedures, and standards may be found in the Physical Therapy Department Handbook.

## *Physical Therapy Courses*

**PHT 716. Health Promotion for Self and Society.** 3 credits.

**PHT 720. Neuroscience.** 4 credits.

**PHT 726. Clinical Interventions I.** 4 credits.

**PHT 728. Musculoskeletal I.** 4 credits.

**PHT 730. Clinical Interventions II.** 4 credits.

**PHT 732. Musculoskeletal II.** 3 credits.

**PHT 734. Selected P.T. Practice Topics.** 2 credits.

**PHT 736. Neuromuscular Physical Therapy I.** 4 credits.

**PHT 738. Geriatrics Physical Therapy.** 3 credits.

**PHT 740. Prosthetics and Orthotics.** 2 credits.

**PHT 752. Evidence in Practice.** 2 credits.

**PHT 760. Clinical Education I.** 3 credits.

**PHT 762. Clinical Education II.** 3 credits.

**PHT 764. Clinical Education III.** 3 credits.

**PHT 795. Student Run Free Clinic III.** 0 credits.  
**PHT 796. Student Run Free Clinic IV.** 0 credits.  
**PHT 802. Physical Therapy Administration and Management.** 4 credits.  
**PHT 830. Neuromuscular PT II.** 4 credits.  
**PHT 832. Pediatric Physical Therapy.** 4 credits.  
**PHT 835. Patient Management Seminar.** 1–2 credits.  
**PHT 836. Differential Diagnosis.** 3 credits.  
**PHT 850. Critical Inquiry Capstone.** 2 credits.  
**PHT 860. Clinical Education IV.** 12 credits.  
**PHT 861. Clinical Education V.** 6 credits.  
**PHT 862. Clinical Education VI.** 6 credits.  
**PHT 895. Student Run Free Clinic V.** 0 credits.

Please visit [www.lvc.edu/physical-therapy](http://www.lvc.edu/physical-therapy) for additional information regarding this program, including faculty and full course descriptions



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# 2016–2017 ACADEMIC CALENDAR

## First Semester

<b>August</b>	25	Thursday, 8 a.m.	Residence halls open for new students
	25	Thursday, 2 p.m.	Opening Convocation
	27	Saturday, 8 a.m.	Residence halls open for returning students
	<b>29</b>	<b>Monday, 8 a.m.</b>	<b>Classes begin</b>
	29	Monday, 8 a.m.	Add/Drop period begins
<b>September</b>	<b>2</b>	<b>Friday, 4:30 p.m.</b>	<b>Add/Drop period ends. Last day to drop course without a grade of “W”</b>
	5	Monday	Labor Day; <b>classes are in session</b>
<b>October</b>	7–9	Friday–Sunday	Homecoming/Family Weekend
	<b>14</b>	<b>Friday, 5 p.m.</b>	<b>Fall break begins</b>
	<b>19</b>	<b>Wednesday, 8 a.m.</b>	<b>Classes resume</b>
	19	Wednesday, noon	Mid-term grades due
<b>November</b>	4	Friday, a.m.	Spring 2017 registration begins
	<b>4</b>	<b>Friday, 4:30 p.m.</b>	<b>Last day to change <u>fall</u> registration or withdraw from a course</b>
	11	Friday, a.m.	Spring 2017 registration ends
	<b>23</b>	<b>Wednesday, noon</b>	<b>Thanksgiving vacation begins</b>
	<b>28</b>	<b>Monday, 8 a.m.</b>	<b>Classes resume</b>
<b>December</b>	<b>9</b>	<b>Friday, 4:30 p.m.</b>	<b>Last day for first-semester freshmen to withdraw from a course</b>
	<b>9</b>	<b>Friday, 5 p.m.</b>	<b>Classes end</b>
	10–11	Saturday & Sunday	Reading Days
	12–16	Monday–Friday	Final examinations
	16	Friday, 6 p.m.	Semester ends; residence halls close
	20	Tuesday, noon	Final grades due

# 2016–2017 ACADEMIC CALENDAR

## Second Semester

<b>January</b>	15	Sunday, noon	Residence halls open for students
	16	<b>Monday, 8 a.m.</b>	<b>Classes begin</b>
	16	Monday, 8 a.m.	Add/Drop period begins
	20	<b>Friday, 4:30 p.m.</b>	<b>Add/Drop period ends. Last day to drop a course without a grade of “W”</b>
	24	<b>Tuesday, 8 a.m.–5 p.m.</b>	<b>Symposium on Inclusive Excellence—no day classes</b>
<b>March</b>	3	<b>Friday, 5 p.m.</b>	<b>Spring vacation begins</b>
	13	<b>Monday, 8 a.m.</b>	<b>Classes resume</b>
	22	Wednesday, noon	Mid-term grades due
	30	Thursday, a.m.	Registration for Fall 2017 and Spring 2018 semesters begins
	31	<b>Friday, 4:30 p.m.</b>	<b>Last day to change <u>spring</u> registration or withdraw from a course</b>
<b>April</b>	6	Thursday, p.m.	Registration for Fall 2017 and Spring 2018 semesters ends
	12	Wednesday, 4:30 p.m.	Graduation plans due for students graduating in May, August, and December 2018
	13	<b>Thursday, 5 p.m.</b>	<b>Easter break begins</b>
	18	<b>Tuesday, 8 a.m.</b>	<b>Classes resume</b>
	21–22	<b>Friday, 12 p.m.–Saturday</b>	<b>ValleyFest Weekend – no classes Friday afternoon, except classes/labs that only meet Fridays.</b>
<b>May</b>	3	<b>Wednesday, 4:30 p.m.</b>	<b>Last day for first-semester freshmen to withdraw from a course</b>
	3	<b>Wednesday, 5 p.m.</b>	<b>Day classes end</b>
	4	Thursday	Reading Day; <b>evening classes meet/end</b>
	5	Friday	Final examinations
	6–7	Saturday and Sunday	Reading Days
	8–11	Monday–Thursday	Final examinations
	11	Thursday, 9 p.m.	Semester ends
	12	Friday, noon	Final grades due for graduating students
	12	Friday, 6:30 p.m.	Baccalaureate Service
	13	<b>Saturday, 10 a.m.</b>	<b>148th Commencement</b>
	13	Saturday	Residence halls close
	19	Friday, noon	Final grades due

Lebanon Valley College®

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